DOCUMENT RESUME

ED 147 356 95 TM 006 808

TITLE	Development and Initial Testing of Instrumentation To Measure Five Functions of Schooling. Final Report. Volume I--Summary Report.
INSTITUTION	Northwest Regional Educational Lab., Portland, Oreg.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	Jan 76
CONTRACT	122-1400; NIE-C-74-0110
NOTE	337p.; For related documents, see ED 109 181 and TM 006 809
EDRS PRICE	MF-$0.83 HC-$18.07 Plus Postage.
DESCRIPTORS	Courses; *Data Analysis; Discipline; Evaluation Methods; *High Schools; High School Students; Instruction; Junior High Schools; *Measurement Techniques; *Organizational Effectiveness; *Questionnaires; Research Methodology; School Environment; School Role; Secondary Education; Selection; Socialization; Student Evaluation; *Test Construction

ABSTRACT

The development and testing of an instrument used to measure the five major societal functions of schooling are described. These functions, as defined by William Spady, include: custody or control over students, course selection, student evaluation and certification, instructional processes, and socialization. The following sequence of events took place: (1) The literature and existing instrumentation were reviewed. (2) The operational manifestations of each function were defined. (3) An initial draft of the instrument was developed and tested in several secondary schools. (4) The instrument was revised according to the data from this initial test, using standard item analysis and reliability procedures. (5) The revised instrument was administered on a pre-post test basis in a second sample of schools. (6) Further data analysis refined the instrument, eliminated items which did not have a high correlation with a particular function, and identified relationships between functions. (7) The instrument was again revised and submitted to the National Institute of Education along with recommendations for further work. First, second, and final test drafts of this instrument as well as suggestions of the consultant review panel are appended. (Author/MV)

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NORTHWEST
REGIONAL
EDUCATIONAL
LABORATORY

DEVELOPMENT AND INITIAL TESTING OF INSTRUMENTATION TO MEASURE FIVE FUNCTIONS OF SCHOOLING

Final Report
Volume I - Summary Report
Contract #122-1400
NIE-C-74-0110

Submitted to the
National Institute of Education

by

Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

January 1976

January 1976

Published by the Northwest Regional Educational Laboratory, a private nonprofit corporation. The work contained herein has been developed pursuant to a contract with the National Institute of Education, Department of Health, Education and Welfare. The opinions expressed in this publication do not necessarily reflect the position of the National Institute of Education, and no official endorsement by the Institute should be inferred.

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PREFACE

This report documents the initial development and testing of instrumentation to measure the five functions of schooling as defined by Dr. William Spady, Research Sociologist, National Institute of Education. The categorization and definitions of the five functions provided the beginning point of development of the instrumentation. The purpose of this contract was to develop and conduct exploratory tests of an instrument to measure these five functions. This report provides the results of that development and initial testing.

CHAPTER I

CONCEPTUAL FRAMEWORK AND METHODOLOGY

CHAPTER I: CONCEPTUAL FRAMEWORK AND METHODOLOGY

Introduction: The Five Functions of Schooling

Sociologists have for years examined the functions performed by schools as social organizations. Dr. William Spady, Research Sociologist with the National Institute of Education, has synthesized these discussions and has identified five major functions which all schools perform for society. The total social experience of schooling is largely determined by the way in which these functions are individually and jointly manifested and carried out within schools. The functions as defined by Spady are: (1) custody control, (2) selection, (3) evaluation/certification, (4) instruction and (5) socialization.[1]

A discussion of each of these functions appears below.[2]

Custody/Control

In modern society children between certain ages are required by law to attend schools for a certain number of hours per day. School staffs have legal authority over students while attending school. The effect of this is to grant to schools (within certain limits) legal custody of the child for those hours. The school must at a minimum be able to insure the safety of the children and the orderly pursuit of activities. In addition, there is usually the expectation that schools will do more than just provide custody; they will see to it that students are exposed to instruction. The combination of the non-voluntary nature of schooling and the "more than custodial" expectations for schooling create the need for a complex set of internal mechanisms and procedures for a school to successfully perform custody/control. The school manifestations of this are the system of rules, and the rule making and enforcing mechanisms, both formal and informal, which govern student conduct.

Selection

In any society there are selection mechanisms by which individuals are distributed among (allocated to) various occupations and rules. In modern society schools are a major component of this selection mechanism, for the degree of access that students have to jobs and future educational experiences after finishing school is influenced by what has happened during their school careers. This is particularly true regarding the grades and credentials students receive, the programs they have followed, and the skills they have mastered.

Internal to the school there are also mechanisms and procedures by which different students have different degrees of access to programs, courses, teachers, and facilities. These distribute students across the various activities so that schooling affects different students in different ways. This internal selection process is generally the initial force in assuring that schooling has external selection consequences. The school manifestations of the selection function are the criteria, frameworks, mechanisms and procedures by which internal selection is accomplished.

Evaluation/Certification

In any society there are mechanisms by which the quality of a person's contribution to the things the society values is determined and recorded. Schools formalize a major component of this achievement process for modern societies. While there may be disagreement about the relevance of the standards set by schools, or the validity of their application, standards for students are set, these are applied to the work of the students, and judgments of the degree of attainment are communicated to the student and to the outside society. The school manifestations of evaluation/certification are the criteria, framework, mechanisms and procedures by which this is done.

Instruction

Every society has procedures for instructing its children. In modern society these procedures have been formalized and institutionalized in schools; they are expected to provide a major component of the instruction conducted by the society. Schools are expected to systematically attempt to increase the information base, and to improve the cognitive, physical, and in some cases the affective skills of students. What we typically know as the curriculum of the school are those specific sequences of materials and experiences to which students are exposed in order to facilitate the acquisition of these skills. The manner in which this exposure takes place and is reinforced is a result of the instructional process or pedagogy used by the teacher. Measuring the instructional function of the school, then, requires a measuring of the content, sequencing, and nature of students' formal learning experiences; and the settings, mechanisms, and procedures which define those experiences.

Socialization

Every society has processes for socializing its children, for developing in them the attitudes, beliefs, expectations, and values for successfully performing roles in specified social systems. In modern society, schools accomplish a major component of the society's socialization, whether as a consequence of other activities in the school, or as a result of conscious effort. To analyze the school's role in performing its responsibility to prepare youngsters for life in a complex secular society is to acknowledge not only the relatively limited range of information and skills that is typically included in the formal curriculum, but also the centrality of the teacher as an agent of both society and the school in shaping the elaborate belief, expectation, and behavior codes that characterize "normal" or "appropriate" behavior. Note that the socialization function of the school seems to attach social meaning, significance, and utility to the capacities developed by the instruction, but conflicts often arise regarding the disjunction between outcomes and capacities that facilitate one's accommodation to the role of student, and those that enhance one's effectiveness in roles outside the school. In other words, things that make youngsters acceptable as students will not necessarily make them successful or happy as adults. The school manifestations of the socialization function are the mechanisms and procedures by which schools shape the beliefs, expectations, and behavior codes that they do shape, some of which may have more utility within the school than outside.

Methodology

The definition of these five functions provided the concepts and framework for the development of control and testing of instrumentation to measure the functions. The original contract called for the following sequence of events:

1. Using the description of the five functions of schooling, a review of relevant literature and existing instrumentation would be conducted

2. A detailed definition of the various operational manifestations of each function would then be developed and reviewed by consultants

3. An initial draft of the instrument would then be developed

4. The instrument would be initially tested in several schools in which the problem solving processes of NWREL's Rural Education Program were to be tested

5. The data from this initial test would be used to revise the instrument. Standard item analysis and instrument reliability procedures would be used

6. The revised instrument would then be used on a pre-post basis in a sample of schools involved with the problem solving processes of the Rural Education Program. The instrument would also be used in a sample of schools other than those involved with the Rural Education Program.

7. Analysis of data from the pre-post test would then be conducted in order to further refine the instrument, eliminate items which did not have a high correlation with a particular function, and identify relationships between functions

8. The instrument would then again be revised and submitted to NIE along with recommendations for further work on the instrument

A reconceptualization and integration of several components of the Rural Education Program forced a modification in the above procedures. The scheduling changes prompted by these modifications in the Rural Education Program made it impossible to test the instrument in the schools using the Rural Education Program's problem solving processes. The contract intent was maintained in the contract modification, i.e., there would be two tests of the instrument. These tests, however, were conducted in schools other than those utilizing the problem solving processes of the Rural Education Program.

Results of Literature Review

A review of relevant literature and existing instrumentation was structured by the operational guidelines established for the development of instrumentation to measure the five functions. These guidelines established that the instrument should have the following characteristics:

1. Breadth of Content: the instrument must be sensitive to the critical features not only of ordinary schools but also of unique and unusual schools.
2. Breadth of Interpretation: the instrument must describe the critical features of schooling, and explain the importance of aspects of the operation of schools which people often regard as of no consequence.
3. Concreteness of Description: the instrument should describe the critical features of schooling in a way that others could replicate them.
4. Utility/Causality: the instrument should focus on features of schooling that can be manipulated or changed, if possible with predictable consequences.
5. Ease of Use and Interpretation: the instrument must be able to be used and interpreted by local people, within their budget and time constraints, if it is to be useful to a wide variety of schools, and if it is to be able to provide the needed perspective for their change efforts.
6. Focus on Students: the instrument should focus on the ways schools affect students, not adults, as this is the basis on which school changes legally ought to be made.

Several of the more systematic studies of schooling in the literature did use carefully developed instrumentation, but they tended to be limited to investigation of one particular aspect of schooling (i.e., they would not meet our breadth criterion), or they involved observation and interviewing, techniques too expensive and difficult to use, or they focused on an individual student's experiences and perceptions of schooling, rather than inquiring into how things are generally done by the school.

The measures which most closely approximated the criteria were the various organizational climate, and classroom climate or learning environment instruments. The basic methodology is to use a questionnaire consisting of statements about an organization, to which respondents indicate "true/false" or "agree/disagree" (sometimes with two point scales; sometimes with three or four). The respondents are those who work in the organization. When applied to schools, the respondents include the students.

The methodology has been used extensively to study the environment of various organizations: (Moss and Houts, 1968; Stern, 1970; Moos, 1972; Gerst and Moos, 1972). In an otherwise critical essay on the substance of the concept "climate," Guion is careful to point out that the methodology is not the problem:

> Perceptions of organizational climate can be used as estimates of attributes of organizations...The items to be treated as genuinely descriptive are those in which the frequency of endorsement is not significantly different from 100% or 0%. (Guion, 1973, P. 124)

The relative ease-of-use of this methodology (questionnaires could be filled out by everyone in a school in an hour or so), the possibility of statistical treatments that would be useful to local people (we could provide canned programs, graphical printouts for comparative purposes), and the content-flexibility of the method (we could easily plug in questions on the structure and processes of the organization that accomplish each function), led us to select this as our approach to describing schools.

Existing instruments to measure school climate, however, had other problems in satisfying our needs, even if the items could be interpreted as describing characteristics of the organization. The Organizational Climate Description Questionnaire (OCDQ) of Halpin and Croft (1963) measures teacher and administrator characteristics, not the mechanisms and procedures by which schools affect students. Stern's High School Characteristics Index is based on student perceptions of their school, but its length (thirty scales, ten items per scale) and reliability are problematic (Rizzo, 1970; Jones, 1968). Its theoretical basis is also of limited utility for our purposes. Stern began with personality dimensions, and looked for aspects of the environment which could constitute the "Press" to match personality "Needs." The scale definitions (Stern, 1970, Appendix A) describe an organization in terms of the personality characteristics of the people in the organization, not (as we wanted) a description of the structure and procedures of schools which affect students.

There is a long history of efforts to assess aspects of the "classroom climate." While these are relevant to only a portion of an entire school, it seemed initially that they could serve our purposes for the classroom portion of the instrument. Closer inspection, however, proved otherwise. In general these efforts have been targeted on the elementary school classrooms, not the high school; they have concentrated on coding teacher verbal behavior; and the methodologies have been observational. There have been several efforts to develop questionnaires of the type we selected, for use in high school classroom measurement (Walberg, 1968; Anderson and Walberg, 1968; Anderson, 1970; Steele, House, and Kerins, 1971; Trickett and Moos, 1973). The Trickett and Moos instrument has some items (one set of variables) labeled the "Constitution of the Classroom and Teaching Innovations," but the items are not tightly related to any general taxonomy of types of classroom structures and processes. The Anderson and Walberg work, while powerful in many ways, makes use of what they label high inference items. While they selected these because of their higher likelihood of predicting learning outcomes, they are of limited value if the intent is to make changes in what is happening in the classroom. They end up measuring general affect in the classroom, rather than the processes responsible for that affect.

The instrument which most nearly approximates our needs is the Steele, House, and Kerins "Class Activities Questionnaire (CAQ)," developed to evaluate programs for the gifted in the State of Illinois. They specifically use low-inference judgments of "prevailing patterns of instructional emphasis" with at least the possibility that the data, in addition to being valuable as an evaluation, could be used to manipulate the environmental demands to produce optimal learning. The difficulties with the instrument are its shortness (it was focused on a particular set of innovations, not a broad view of classroom activities), and its assumption that the class is operating as a group. They had difficulty using the instrument in an independent study class. To the degree that we need an instrument that is capable of use over time in circumstances where instruction will move toward such alternative structures as independent study, their instrument is too limited. It represents a good model of what can be done, and their efforts at validation are particularly admirable.

Even at its best a methodology which asks those involved in a situation to describe its characteristics is not without its limitations. In a recent thorough review of the literature on organizational climate, James and Jones, (1974) cited several limitations of relying on perceptual measurement:

> Purely perceptual measurement does not permit differentiation between diverse but important different situations: inconsistent or capricious behavior; behavior adapted to individual needs; differences caused by different opportunities to observe; differences caused by individual characteristics; and instrument error. (P. 1104)

We recognize these limitations. Some are essentially validation problems. If, for example, an item behaves strangely, it may be possible to design ways to find out why, and either eliminate the item, or interpret it accordingly. Some of the limitations appear to us inherent, and merely reflect the need for additional measures if there is a need to separate out some of the ambiguity.

CHAPTER II

DESCRIPTION OF INSTRUMENT DEVELOPMENT

CHAPTER II: DESCRIPTION OF INSTRUMENT DEVELOPMENT

In developing the instrument, literature was reviewed to identify the underlying dimensions of a valid conception of each function. Discrete aspects of a school's operation which pertained to each function were then identified.

Operational Parameters

Having identified the dimensions of each of the functions, the following operational decisions were made regarding the nature of the instrumentation to be developed.

Limitations on the Instrument

1. The instrument will focus on high schools. This is necessary to deal adequately with the evaluation/certification function.
2. The instrument will focus on organizational and quasi-organizational parameters of school operation. These are most susceptible to change.
3. The instrument will be descriptive; it will focus on what schools do and how they do what they do in terms of such organizational variables as instructional arrangements, rules and processes used). It will have a scope broad enough to track changes which are likely to come about. It will not deal with what respondents would like to see happen.
4. The instrument will focus on students and what happens to them in schools. While teachers and administrators will respond to the instrument, describing what happens to students in the schools, the instrument will not probe what happens to teachers or administrators in a school.
5. The instrument will be simple enough that local people can use it and interpret the results.

Technical Nature of the Instrument

The instrument will be a questionnaire. Some items will focus on the school as a whole; others will focus on the course/classroom. The student version will be designed to be filled out by students during a class period, with reference to the class in which they find themselves at the time they fill out the instrument.

Some aspects of the way a school performs each function are carried out at the classroom level. That is, the teacher in a classroom has certain custody/control, instruction and evaluation/certification responsibilities that he/she performs in some way; the teacher uses some selection mechanisms for acquiring students for the class and allocating them among whatever range of instructional activities he/she provides and there are almost certainly socialization consequences to the way in which the class is run.

Similarly, some aspects of the way a school performs each function are carried out at levels other than the classroom (for example, by administrators, by counselors, by the department). This instrument will use only two levels: the classroom and the school (i.e., respondents are asked either to describe how something is done in their classroom or in the school). Analytically, all aspects of the performance of each function that are not carried out in the classroom are considered to be carried out by 'the school."

Since the aspects of each function that are carried out at the classroom level can be carried out in a variety of ways, any one classroom will represent a certain pattern of carrying out those aspects of the five functions. While this may vary somewhat from day to day or week to week, the questionnaire will be intended to tap the consistent pattern of each classroom. It is expected that within one school the classrooms will exhibit a wide range of different patterns.

Since the aspects of each function that are carried out at "the school" level can also be carried out in a variety of ways, any one school will represent a certain pattern of carrying out those aspects of the five functions. While this pattern will vary somewhat from day to day and week to week, the questionnaire will be intended to tap the consistent pattern of each school. It is expected that schools will differ both in terms of the pattern exhibited in carrying out the functions and in terms of which aspects of each function are carried out at the classroom level and which at the school level.

The following pages describe the critical dimensions of each function and how these dimensions were operationalized through question and item construction in the drafts of student questionnaire. It should be noted that after the first draft was pretested for administrability and clarity of questions and items, a decision was made to split the questionnaire into two parts so that any one student would fill out only one-half of the instrument. This would still provide adequate numbers for statistical purposes in any one classroom. At the same time, it would allow for completion of the instrument within the time span of one classroom period. The reader will therefore note references to "Form A" and "Form B" of the questionnaire which appear in Appendix A.

CUSTODY-CONTROL

Six dimensions of Custody-Control as a function of schooling were identified:

1. The extent of the rules; the range of the types of behavior which are being controlled -- some schools or teachers attempt to regulate everything. Others have only a few critical rules.
2. The nature, severity and duration of the usual punishment for breaking a rule -- some schools or teachers are much more lenient than others for the same offense.
3. The equity of enforcement of the rules -- some schools or teachers play favorites or are influenced by various irrelevant factors to deal more or less harshly with some students. In other schools only a few circumstances can legitimately temper a punishment.
4. Knowledge and clarity of the rules -- some schools or teachers have rules which are specific about what can or cannot be done. In others the rules are deliberately vague to allow more discretion to those enforcing the rules.
5. The nature of the due process/appeal process connected with the rules -- some schools or teachers are much more likely to have student rights safeguarded by having due process or an appeal process built in to the enforcement of rules than others.
6. The possibilities of influencing the rules -- some schools or teachers involve students in drawing up the rules and have the basis of a social contract; others impose rules to varying degrees.

The Items Relating to Each Dimension

1. The Extent of the Rules

2. The Nature, Severity, and Duration of the Usual Punishments for Breaking a Rule

These two dimensions are combined in a single set of questions. A large number of actions are listed and respondents are asked to indicate the type of punishment which that action would receive in their school. The categories of punishment are:

Rule exists but no punishment is usual:	No one pays any attention to violations.
Warning:	Yelled at, warned what will happen if the action continues, told to stop. No long-term consequences. The incident is over quickly and generally forgotten.
Restriction of privileges:	Probation, detention after school, ineligibility for athletics, extra assignments, monetary fine, removal from class. Often counselor, vice principal or principal involved.
Suspension:	Denied permission to attend school for several days. Need to be formally reinstated.
Expulsion:	Permanently denied permission to attend school.

The set of questions is divided into two parts: the classroom level and "the school level." The instructions and a sample item to illustrate the format for "the school level" items are:

D-I

Below is a list of actions which some schools have rules against. For each action circle the response that best indicates what would happen to a student in your school if one were caught doing it. If your school has no rule against it, circle number 1.

1-No rule against this that I know of
2-Rule exists but no punishment is usual
3- Warning
4-Restriction of privileges
5- Suspension
6- Expulsion

	2. Smoking cigarettes (outside any designated smoking area):
1 2 3 4 5 6	-Punishment for the first or occasional offenses
1 2 3 4 5 6	-Punishment for repeated offenses

The instructions and a sample item for the "classroom level" items are:

D-II

For each of the following actions circle the response that best indicates what would happen to a student in your class if one were caught doing it. Note the addition of response number 7.

1- No rule against this that I know of
2-Rule exists but no punishment is usual
3-Warning
4-Restriction of priveleges
5-Suspension
6-Expulsion
7- Student's grade is lowered

	Comments
1 2 3 4 5 6 7	1. Arriving late to class: -Punishment for the first or occasional offenses
1 2 3 4 5 6 7	-Punishment for repeated offenses

Note that the "classroom" set is the only place where response option 7, grade is lowered, is provided.

"No rule agains this...." (Number 1) as a response option provides the measure of the extent of the rules. The other five (or six) responses measure the nature and severity of the usual punishment. The question also asks respondents to distinguish between a first or occasional offense and repeated offenses. The full question can be found on pages 14-16 of the questionnaire, half in Form A and half in Form B.

The Items

The actions selected for use as items were chosen to meet these criteria:

1. Each action should be common enough and problematic enough that schools will have rules about it.

2. Students should know whether there is a rule about each action and what the punishment would be.

3. Each action should be such that different schools will differ widely in how they control it.

4. The actions should cover a wide range of different kinds of student behavior.

The actions used, grouped by content, are:

1. Personal appearance/dress
    - Boys wearing shoulder length hair
    - Girls not wearing bras to school
2. Attendance
    - Skipping school
    - Arriving late to class
    - Being in the hall during class time
    - Leaving the school grounds during school hours
3. Personal vices
    - Smoking cigarettes (outside any designated smoking area)
    - Being high on drugs
3. Crimes against others
    - Fighting another student
    - Taking something from another student either by theft or pressure
    - Stealing from the school
    - Striking/fighting with a teacher
    - Damaging school property
4. "Political" actions
    - Organizing students to protest something
    - Distributing written material critical of the school
    - Refusing to salute the flag
    - Bringing in a speaker to address some students (without first getting permission) who says things that some teachers or parents find objectional or offensive

5. In-classroom offenses

- Copying someone else's work
- Cheating on an exam
- Not turning in an assignment
- Talking back to the teacher
- Objecting to a teacher's punishment of a student

3. Equity of Enforcement of the Rules

The issue of equity of enforcement involves the degree to which punishments for equivalent offenses are fair and just for all. This does not mean that all punishments must be equal. They may be adjusted under certain circumstances (for example, in the legal system punishments are less if no previous offenses, if extenuating circumstances, if temporarily insane; harsher if previously guilty, if premeditated and deliberate). They specifically ought not to be adjusted because of ascriptive characteristics of the person which are irrelevant to the action in question.

This question is designed to get at whether certain characteristics of students affect the degree of harshness or leniency. A sample question is:

> In the following questions we want to know how equally rules are enforced in your school. In each situation given below, indicate whether the circumstances would cause the penalty to be less, whether they would make no difference, or whether the penalty would be harsher. Circle one number for each situation.

1- The penalty would be less, lighter
2-It would make no difference
3- The penalty would be more, harsher

A student breaks a rule for which the usual penalty is expulsion. What difference, if any, would it make if the student:

		Comments
1 2 3	1. Is young	

Ten characteristics of students are used.

1. Is young
2. Has parents who are wealthy or well-known in the community
3. Is popular with other students
4. Has older brothers or sisters who had a bad reputation in the school
5. Has a reputation for causing teachers trouble
6. Is a girl
7. Is nonwhite
8. Gets good grades
9. Is a leading athlete or cheerleader
10. Is not widely known in school

Four categories of usual punishment are used. The fourth, having one's grade level lowered, is written so that it refers to the classroom level.

1. A student breaks a rule for which the usual penalty is expulsion. What difference, if any, would it make if the student:
2. A student breaks a rule for which the usual penalty is suspension. What difference, if any, would it make if the student:
3. A student breaks a rule for which the usual penalty is a restriction of privileges. What difference, if any, would it make if the student:
4. A student breaks a rule for which the usual penalty in your class is to have his/her grade lowered. What difference, if any, would it make if the student:

The same set of ten characteristics is used for each of the four categories of punishment. The question can be found on pages 18-19 of both forms.

4. Knowledge and Clarity of the Rules

In order to obey the rules one must know what the rules are and they must spell out what is and is not permitted clearly enough so students know when they are violating them. One question probes this. Another probes whether students know what they should not do, even if they have never seen official rules. It is possible that the norms of behavior are quite clear, regardless of what the rules say. The two questions and response categories are on the following pages. One question is on Form A, the other on Form B.

PART G - KNOWLEDGE AND CLARITY OF THE RULES

How clear are the rules in your school or class? Circle one number for each type of rule.

1-Very Clear - The rules spell out exactly what would cause this to happen
2-In Between - The rules spell out more or less what would cause this to happen
3-Very Unclear-The rules are so general it all depends on who catches you
4-I don't know what the rules are concerning this

1	2	3	4	1. How clear are the rules for which violation usually leads to expulsion?
1	2	3	4	2. How clear are the rules for which violation usually leads to suspension?
1	2	3	4	3. How clear are the rules for which violation usually leads to a restriction of privileges?
1	2	3	4	4. How clear are the rules for which violation usually leads to a warning?
1	2	3	4	5. How clear are the rules in your class for which violation usually leads to lowered grades?

5. The Nature of the Due Process/Appeal Process Connected with the Rules

The legal system assumes innocence, provides for trial by jury and allows appeals. An administrative system of rules and regulations in most organizations provides for administrator accountability for conformity to the rules by the administrator's employees, though increasingly there are various grievance review procedures by which employees can appeal what they view as unjust punishments.

This question probes the nature of the due process, or an appeal process, if any, which exists in the school. It assumes that the existence or nature of due process or an appeal process might well change depending on the seriousness of the offense. Therefore, respondents are asked to describe the processes separately for each category of rules.

Sample items are found on the following pages.

All four key categories of rules are used in the stems and the questions are split between Form A and Form B.

Appeal Process:

1. If a student has been expelled and yet thinks he/she is innocent
2. If a student has been suspended and yet thinks he/she is innocent
3. If a student has received a punishment of a restriction of privilege and yet thinks he/she is innocent
4. If a student has received a punishment of having her/his grade lowered and yet thinks she/he is innocent

Due Process:

1. If a student is accused of commiting an act (violating a rule) that could lead to expulsion and thinks she/he is innocent
2. If a student is accused of committing an act (violating a rule) that could lead to suspension and thinks she/he is innocent
3. If a student is accused of commiting an act (violating a rule) that could lead to a restriction of privileges and thinks he/she is innocent
4. If a student is accused of commiting an act (violating a rule) that could lead to having his/her grade lowered and thinks he/she is innocent

The items can be found pages 22-25 of each Form of the instrument.

PART H - THE APPEAL PROCESS

In the following questions we want to know what a student can do if he/she has received a punishment and yet thinks he/she is innocent?

H-I. If a student has been suspended, and yet thinks she/he is innocent

1. Can she/he appeal? (Check one)

75- 1. ☐ No (Skip to next page)

2. ☐ Don't know (Skip to next page)

3. ☐ Yes

2. If yes, to whom? (Check more than one, if appropriate)

☐ School Board

☐ Superintendent

☐ Principal

☐ Vice Principal

☐ Counselors

☐ Teachers

☐ Other Students

☐ Others (Explain): ______________________________

____

In the following questions we want to know what a student can do if he/she has been accused of committing an act (violating a rule) that could lead to a punishment, and thinks he/she is innocent.

I-I. If a student is accused of committing an act (violating a rule) that could lead to expulsion and thinks she/he is innocent

1. Is there (or can the student request) a hearing? (Check one)

23 - 1. ☐ No (Skip to next page)
2. ☐ Don't know (Skip to next page)
3. ☐ Yes (Go on)

2. If yes, who conducts the hearing? (Check more than one, if applicable)

☐ School Board
☐ Superintendent
☐ Prinicpal
☐ Vice Principal
☐ Counselors
☐ Teachers
☐ Other Students
☐ Others (Explain): ____________________

____

6. The Possibilities of Influencing the Rules

The legitimacy of rules has to do with the degree to which people agree the rules are good and ought to be obeyed, regardless of whether they actually do obey them. If the rules are perceived as legitimate, the punishments for violation are usually also accepted as justified.

The bases of legitimacy are complex, but one aspect appears to be the degree to which those who are expected to obey the rules feel involved in the process of making them, and feel able to influence the rules.

In this item students are asked whether they feel able to influence the rules.

PART E - INFLUENCE ON THE RULES

For each category of rules below, circle the number which most closely represents the amount of influence students in your school or in your class have in making up the rules.

1- Students have a great deal of influence
2-Students have some influence
3- Students have very little, if any, influence

1 2 3	1. How much influence do students have in making the rules that they would get expelled for violating?
1 2 3	2. How much influence do students have in making the rules that they would get suspended for violating?
1 2 3	3. How much influence do students have in making the rules that they would be punished by a restriction of priveleges for violating?
1 2 3	4. In this class how much influence do students have in making the rules that they would have their grade lowered for violating?

General Questions

In addition to these specific kinds of questions, a number of general items are used to tap the general atmosphere of the schools and the classroom toward rules and their enforcement. Students indicate how true each of a number of statements is.

The instructions and a sample item to illustrate

C-I

For each of the following statements, rate how true it is in your school. Circle one number for each statement.

1- Definitely true
2-Tends to be true
3- Tends not to be true
4- Definitely not true
5-Don't know

		Comments
1 2 3 4 5	1. Once you've gotten into trouble, people will always suspect you when anything goes wrong.	

The items are grouped below by content.

Items Implying a Closed, Rigid System of Rules

Lack of Freedom from Rules or Authority:

1. You need permission to do anything around this school.

3. Teachers in this school feel they need to accompany their students from place to place or check to see that they did go where they said they were going.

4. No matter where you are in this school, someone is always watching you to see that you don't do something wrong.

8. It is very important to most teachers in this school that students act and look right.

Suspicion, Zeal, Harshness of Enforcement:

2. Most teachers seem to think students are always up to something, so they just wait for someone to do something wrong.

9. Students are expected to report other students, if they see them violating school rules.

Items Implying an Open, Flexible System of Rules

Freedom from Rules or Authority:

3. There don't seem to be many rules in this school.

8. Nearly all the rules around here are necessary.

Lack of Suspicion, Zeal, Harsh Enforcement

2. The principal is usually understanding if a student does something wrong and will give him/her the benefit of the doubt.

5. As long as you're not harming anything, the teachers here really don't bother much with enforcing rules.

6. When you do something wrong, the teachers are really understanding and sympathetic here.

Items Tapping Knowledge and Clarity of the Rules

7. Most of the rules here are very general and vague.

5. Most of the time, I never know there's a rule against something until I get caught.

7. Even though I've read or been told what the rules are, I'm often unsure whether something I do is against the rules or not.

Items Tapping Equity of Enforcement

6. Teachers expect student leaders to be examples and are much harder on them if they do anything wrong.

Items Tapping Legitmacy of the Rules

4. Most of the rules around here actually help us learn.

In-Classroom Items

2. The teacher can make the class do what she/he wants. Anyone who doesn't go along will get punished.

2. The teacher doesn't expect us to question what she/he wants us to do.

3. The teacher has to try to persuade students to do things the way she/he wants. She/he can't simply threaten to punish them if they don't go along.

SELECTION

Selection as a function of schooling has both internal and external consequences. Internally students are placed into different programs, courses, facilities or with different teachers, which gives them different school experiences. The different opportunities for access to jobs and future educational experiences after finishing high school as a result of being selected into different school experiences, constitutes external selection. The questionnaire focuses on internal selection into courses and the mechanism by which this happens. Because of the impossibility of tracking high school graduates longitudinally within the time frame and cost limits of the projected use of the instrument, no items deal with external consequences of selection.

The items deal with five dimensions of course selection:

1. The mechanisms by which a student ends up in a particular course -- Some schools simply assign students. Others allow varying degrees of student choice or influence.
2. The frequency of availability of the course -- Some courses are available every quarter, term or semester. Others are available only once a year, or less.
3. Who affects the selection of a course and in what ways -- In different schools the decision as to which course a student will take is made by different levels of personnel; with varying types of influence by others.
4. What factors affect selection -- In different schools different combinations of factors affect whether a student gets into a course.
5. The ease of changing courses -- In some schools a student can change courses whenever he/she wants to change; in others it is very difficult to change, regardless of the legitimacy of the reason for wanting to.

ITEMS RELATED TO EACH DIMENSION

1. The Mechanisms by Which a Student Ends Up in a Particular Course

This a branching series of questions with subsequent responses dependent on earlier ones. The first of the series divides respondents into three groups:

those who are in a course because it is required; those who elected to take it; and those who were assigned to it for reasons other than that it was required.

The initial question is: (See page 26 of either form)

1. How did you come to take this course? (check one)

Skip to Question 6	50-1.	☐	I don't know. I just found this on my schedule.
	2.	☐	It was required.
Answer Question 2 then skip to 6	3.	☐	I wanted to take it; I selected it by myself.
	4.	☐	I was advised to take it, and selected it for that reason.
	5.	☐	I selected a different course, but I'm here anyway. (What else did you want to take?) ______________

By itself this item should receive very different responses in different schools and classes.

Subsequent items then explore responses 3, 4 and 5. One probes the nature of the entry mechanism once a student has selected a course.

2. If you selected this course, either because you wanted to or because you were advised to (responses 3 or 4 of question 1, which of the following is true?

51-1. ☐ It was open to anyone.

2. ☐ It was open to anyone who met the prerequisites, and I did, so I automatically got in when I applied.

3. ☐ I was selected from those who applied.

4. ☐ It required approval, which I got.

Three others probe how it is that students are diverted away from what they want to take.

3. If you selected a different course but are here anyway (response 5, question 1), which of the following is true?

52 -1. ☐ I couldn't schedule what I wanted.

2. ☐ I didn't meet prerequisites for the course I wanted.

3. ☐ The course was full by the time my name came up.

4. ☐ I was denied permission to take the course I wanted and this was left.

5. ☐ I was talked out of taking what I wanted.

4. If you were talked out of taking what you wanted (response 5, question 3), who talked you out of it?

53-1. ☐ Parents
2. ☐ Friends
3. ☐ Teacher
4. ☐ Counselor
5. ☐ Other (Explain): ____________________

5. If you were talked out of taking what you wanted (response 5, question 3), what argument was most convincing to you?

54-1. ☐ I would do poorly in the course
2. ☐ It wouldn't help me to be what I wanted to be.
3. ☐ None of my friends were taking it.
4. ☐ The teacher dislikes people like me.
5. ☐ People like me generally don't take courses like this.
6. ☐ Other (Explain): ____________________

It is in the mechanisms probed by these latter three questions that a lot of the values of a particular school or course are revealed.

2. The Frequency of Availability of the Course

The consequences of the internal selection mechanisms are much more severe if a student has only one opportunity to take a course, or if he must wait a lengthy period of time before he can try again. Older students, in particular, may graduate before they get another chance.

The questions are: (See page 27 of either form)

6. If you didn't take this course at this time, when is it offered again?

55-1. ☐ Next quarter
2. ☐ Next semester
3. ☐ Next year
4. ☐ Never
5. ☐ Other (Explain): ____________________

7. Would you be able to take it then or at some later time if you didn't take it now?

56-1. ☐ Yes

2. ☐ No

We expect schools to differ a great deal in the number of courses which are offered frequently enough so that the consequences of missing one are minimal.

3. Who Affects the Selection of a Course and in What Ways

The role of various authorities in deciding who is selected into which courses is probed by this question. It is anticipated that schools will differ greatly in the roles that various authorities play.

The question is: (See page 29 of either form)

K-III

> To what extent did each of the following persons or groups affect whether you got into this course? Circle one number for each item.
>
> Note: If the course you are in now is required, to what extent did each of the following affect whether you got this teacher and level of difficulty of this course.

1 – One of these people (this person) made the decision
2 – One of these people (this person) had to approve
3 – One of these people (this person) gave me advice
4 – These people (this person) had no influence
5 – I don't know how much influence these people (this person) had

						Comments
1	2	3	4	5	1. Teacher	
1	2	3	4	5	2. Principal or Vice Principal	
1	2	3	4	5	3. School Board or Superintendent of Schools	
1	2	3	4	5	4. Guidance Counselors	
1	2	3	4	5	5. Psychologists or Physician	
1	2	3	4	5	6. Other Authorities Outside School	
1	2	3	4	5	7. Other Students	
1	2	3	4	5	8. Parents	

While students may not know accurately the role of some of these people, what they think they do will be of great interest, compared to the responses of the authorities in the schools themselves.

4. What Factors Affect Selection

Many of the charges of discrimination against schools claim that students of certain racial and social groups do not have the same opportunities that white middle and upper class students do. This item probes whether certain characteristics do seem to entitle one to preferential treatment.

The question format and a sample item are: (See page 28 of either form)

K-II

Indicate how each of the following circumstances would have affected a student's chance of getting into this course. Circle one number for each circumstance.

Note: If the course you are in now is required, answer this question in terms of getting the particular teacher and level of difficulty of the course you are in.

1—This would have made it easier for the student to get in
2—This would have had no effect on whether the student got in
3—This would have made it harder for the student to get in

		Comments
1 2 3	1. If the student were a boy rather than a girl.	

The full set of items (split between Form A and Form B of the instrument) and the characteristics they probe are:

1.	If the student were a boy rather than a girl	Sex
2.	If the student were non-white rather than white	Race
3.	If the student were one of the less intelligent students in the school rather than one of the more intelligent	Intelligence/ Ability
4.	If the student's friends were well-regarded by the staff in the school rather than not well-regarded	Peer Group
5.	If the student had a more adult attitude about school, rather than a childish one	Maturity
6.	If the student's parents were wealthy, rather than poor	Social Class
1.	If the student were younger (freshman or sophomore) rather than older (junior or senior).	Age

2.	If the student's parents were better known in the community rather than unknown	Parental Influence
3.	If the student's older brothers or sisters had done well in school rather than poorly	Sibling
4.	If the student's grades were pretty low rather than pretty high	Performance
5.	If the student were well known in the school rather than not well known	Peer Group Status
6.	If the student tended to upset and antagonize people rather than get along well with them	Personality

5. The Ease of Changing Courses

The degree to which selection decisions can be changed and the basis on which they can be changed will differ from school to school. In schools which rarely allow changes, the selection function will have more direct and more demonstrable consequences than in schools where great flexibility is permitted.

This item probes the ease with which a change can be made, given different reasons for desiring a change. The question and a sample item are: (See page 30 of either form)

K-IV

Suppose you want to switch out of this course after the term is well underway. If you asked permission to switch out and gave each of the following reasons for switching, indicate for each one how easy it would be. Circle one number for each reason.

Note: If the course you are in now is required, answer this question in terms of switching to a different teacher or level of difficulty of the same course. If the course you are in now is not required, answer this question in terms of switching to an entirely different course.

1 - Very easy
2 - Fairly easy
3 - Fairly difficult
4 - Very difficult or impossible
5 - Don't know; to my knowledge no one has ever tried it

Comments

1 2 3 4 5	1. Personality conflict with teacher.

The full set of items, split between Form A and Form B, are:

1. Personality conflict with the teacher
2. Failing or nearly failing course
3. Course too difficult
4. Dislike the subject
5. My friends are in another course
6. Another course would better prepare me for the type of occupation I eventually want to have
1. Can't get along with other students
2. Course too easy
3. Too much work required
4. Something else seems more interesting
5. I want to leave school earlier in the day to get a job
6. My parents are upset with some of the things we've been studying

General Questions

In addition to the specific questions probing each dimension of selection, a number of general items ask how difficult or easy it is to do certain kinds of things which are related to the selection function in a school. In some cases these items overlap the more specific questions to provide an internal reliability check. The question and an item to illustrate the format are: (See page 25 of both forms)

J-I

Indicate how easy or difficult it is to do each of the following things in your school. Try not to be influenced by whether or not you personally would want to do these things. Just indicate how easy or difficult it would be if some student in your school wanted to. Circle one number for each question.

1—Very easy
2—Fairly easy
3—Fairly difficult
4—Very difficult or impossible
5—Don't know; to my knowledge no one has ever tried it

		Comments
1 2 3 4 5	1. Take a course even if you haven't had all of the prerequisites (the courses you are supposed to have had which lead up to it).	

The complete set of items (split between Form A and Form B) are given below, grouped by content:

Degree of Tracking/Importance of Prerequisites

1. Take a course even if you haven't had all of the prerequisites (the courses you are supposed to have had which lead up to it.)

7. Take any combination of courses you like in whatever sequence pleases you.

Capacity to Create Unusual Courses or Circumstances

2. Take a course by choice with students at least a grade younger than yourself.

3. Take a course that your parents don't want you to take.

1. Take a course with students at least a grade ahead of you (older).

2. Get into the same course where all your friends are.

3. Take a course which is mostly taken by students of the opposite sex.

Flexibility in the Selection Mechanisms

4. Not have to take a course over again if you once fail it.

6. Repeat just the part of a course you had trouble with or need to improve in.

9. Take a course over again if you once fail it (or do very poorly in it).

8. Have a new section of a course created if enough students want it.

9. Create a new course if enough students want it.

4. Not have to take a course if you can show that you know all the material which will be covered. For example, get credit for the course if you pass an exam, rather than taking the whole course.

7. Switch to a different course in the same subject if the course you're in now seems either too easy or too hard.

8. Switch to a different subject once the course has started if the course seems uninteresting or inappropriate.

Range of Factors among Which One Can Select

5. Choose exactly the teacher you want in each course.

6. Choose the content and the kind of teaching that interests you in a course.

5. Participate in some useful out-of-school work activity during school time and get credit for it.

EVALUATION-CERTIFICATION

Evaluation-Certification as a function of schooling comprises the mechanisms of setting standards, applying these standards to the work of a course, determining to what degree they have been met and communicating that judgment to the student and to others via some recording mechanism. Though evaluation-certification has some schoolwide aspects--often, for example, the permanent record is standard for the whole school--the bulk of the evaluation-certification function is found within classooms. For this reason most of the questions apply to the classroom level.

Unlike the two previous functions the items for this function are not grouped in a few focused questions. Rather, a great number of aspects of evaluation-certification were identified and separate items written for each. These are grouped below in four categories:

I. The Relationship between the Work of a Course and the Evaluation System

1. Who determines the work to be done to get a particular grade and how is this done

2. How flexible is the evaluation system

3. What is the time frame of the tasks/of the evaluations

4. When (during the course) are evaluations made

5. To what degree does everything get evaluated

6. How important to the course is the evaluation of work

II. The Nature of the Feedback/the Use of Evaluation Information

7. What is the frequency of feedback

8. What use is made of the evaluation information

9. How are the evaluations communicated

10. How helpful are the evaluations

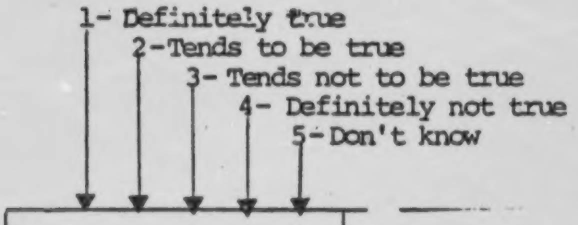
III. The Nature of the Grading Standards

11. The type of standards
12. When the standards are developed/announced
13. Who determines the standards
14. Who does the evaluating
15. How consistently are the standards applied

IV. The Nature of the Final Evaluation

16. Who determines the final evaluation and how
17. What information is used in determining a final evaluation
18. What is recorded on the permanent record

In the section below the items are grouped by the above titles. Most of the questions are either of the True-Not True variety, such as:


1- Definitely true
2-Tends to be true
3- Tends not to be true
4- Definitely not true
5-Don't know

64 | 1 2 3 4 5 | The same grading standards are applied equally to everyone

or multiple choice. In the listing below, the True-Not True variety will merely be marked T-NT. Half of the items below are in Form A; the others in Form B.

I. The Relationship between the Work of a Course and the Evaluation System

1. Who determines the work to be done to get a grade and how is this determined?

One multiple choice question provides four options to probe the student and the teacher roles: (Page 36, Form A)

Who decides the amount and quality of work that has to be done to get a particular grade, or credit for a unit of work? (Check one)

1. ☐ Usually the teacher decides.
2. ☐ Usually the teacher discusses it with each student. Each student's contract may be different.
3. ☐ Usually it is decided outside the class. The teacher has very little power to decide anything, or to change what has been decided.
4. ☐ The students decide.

2. How flexible is the evaluation system?

Flexibility of the system involves the degree to which different students can do different things and still be evaluated fairly. Such flexibility also permits offsetting poor performance on one thing by superior performance on another. The two questions, both multiple choice, are:

How many different sets of activities are available as alternative ways to get the same grade, or get credit for a unit of work? (Check one) (Page 36, Form A)

1. ☐ Usually there is only one set of activities (No alternatives. Everyone must do the same things).
2. ☐ Usually there is more than one set of activities (there are alternatives; there is some choice).

Comments

In determining the final grade, or credit, can poor performance on one unit of work be offset by superior work on another? (Check one) (page 36, Form B)

1. ☐ Usually yes.
2. ☐ Usually no.

3. What is the time frame of the tasks/of the evaluations?

Spady has identified one important distinguishing geature of different types of evaluation--whether the performance tasks are time-bounded or not. These five "T-NT" questions are split between Form A and Form B. (pp 12-13)

10. Every task we get has to be done within a specified amount of time (B)

11. If a student feels he/she needs it, he/she can usually get additional time to do any piece of work before he/she has to turn it in to get evaluated. (B)

14. The teacher seems to expect all or most students to achieve similar levels of performance, but within flexible time periods, some taking longer than others. (B)

14. The teacher seems to expect all or most students to reach similar levels of performance within the same period of time. (A)

8. When we have tests, we have as much class time as we need to work on them. No one ever has to rush to finish. (A)

4. When (during the course) are evaluations made?

These three "T-NT" questions cover three points in time. They are split between Form A and Form B. (pp. 12-13)

15. The teacher always determines at which level we already can perform on a standard before beginning a new unit of instruction. (B)

16. The teacher usually checks on our progress while we are working on an assignment, instead of just waiting until we turn it in to see how we did. (A)

16. A student's progress toward the goals for student learning is always evaluated after instruction. (B)

5. To what degree does everything get evaluated? (Page 36, Form A)

N-IV

In each of the following questions, check the one response which is most like the course.

Comments

What counts toward the final grade, or toward credit for the unit of work? (Check one)

1. ☐ Usually every piece of work we do counts.
2. ☐ Only a few things count.
3. ☐ Regardless of how many things we do, the final grade (or whether or not we get credit) is usually determined by only one thing (for example, a test at the end of the term).

---

6. How important to the course is the evaluation of work? (Page 12)

13. The process of evaluating learning in this course takes a great deal of time and attracts a great deal of attention. "T-NT" (A)

II. The Nature of the Feedback/the Use of Evaluation Information

7. What is the frequency of feedback? (Page 12)

This one "T-NT" question should distinguish courses where feedback is frequent from those with "end-of-semester only" feedback.

9. No one knows until the end of the course how what they have done has been evaluated.

8. What use is made of evaluation information? (Page 12)

Two "T-NT" questions cover two possibilities:

12. The level of each student's performance is made public to other students and used to compare one pupil to another. (A)

13. The level of a student's performance is used by the teacher to show the student ways he/she can do better. (B)

9. How are the evaluations communicated?

The way an evaluation is communicated is often as important as the judgment itself. One question lists a number of possibilities and asks respondents to indicate how often they happen. (Page 34, Form A)

N-I

How often does the teacher of this course use each of the following to tell you his/her evaluation of your work? Circle one number for each statement.

1—Happens often
2—Happens sometimes
3—Happens rarely
4—Never has happened

Comments

1	2	3	4	1. Grades written on work.
1	2	3	4	2. Written comments/notes.
1	2	3	4	3. Individual conferences, in private
1	2	3	4	4. Comments to the whole class (recognition or criticism).
1	2	3	4	5. Posting of grades/rank in class.
1	2	3	4	6. Other (Explain):____________________

Two "TNT" questions also are used: (Page 11)

5. If the teacher's evaluation of a piece of work is negative, the teacher usually communicates it to the student privately. (A)

6. If the teacher's evaluation of a student's work is positive (deserving recognition) the teacher usually lets it be known publicly. (B)

10. How helpful are the evaluations?

11. The only thing I learn from evaluations in this course is my grade. "T-NT" (Page 12, A)

8. The evaluations I receive in this course are usually helpful; I learn from them how to improve my work. "T-NT" (Page 11, B)

III. The Nature of the Grading Standards

11. The type of grading standards

These questions, all "T-NT" in format, cover comparative standards or grading on a curve; criterion-referenced standards; blanket standards; and adjusted or flexible standards.

7. If I do better than most other students, I get a high grade. (Page 11, B) If I do worse than most other students, I get a low grade, regardless of what my actual level of accomplishment has been.

9. We all receive the same grade, so how well I do depends on how well others in the class do. (Page 12, B)

7. The teacher adjusts how hard she/he grades according to each student's ability. (Page 12, A)

10. Everyone could get an "A: if we all did "A" quality work. (Page 12, A)

15. Performance standards themselves, as set by the teacher, seem to be flexible. All students are not expected to achieve the same levels of performance. (Page 12, A)

12. The teacher does not alter a grade because of a student's attitude. Students are graded on performance. (Page 12, B)

12. When the grading standards are developed and announced

One set of multiple choice questions probes whether there are any known standards and if there are, when they are made up and by whom.

(Page 35, Form A & B)

N-III

How is your overall evaluation (grade) for the course determined from all the information that the teacher has available?

Note: If you do now know how the decision will be made for the entire course, answer the questions with respect to the unit of the course just completed.

Comments

Who decides and in what way? (Check one)

1. ☐ The teacher decides
2. ☐ The teacher uses a formula and standards to decide.
3. ☐ I use a formula and standards to decide.
4. ☐ I just decide.

If a formula and standards are used, when are they determined? (Check one)

1. ☐ The formula and standards are made up after all the information is in (at the end of the course).
2. ☐ The formula and standards are established at the beginning of the course.

One additional "T-NT" question focuses on the issue of when the standards are announced: (Page 11, B)

5. The teachers' standards for evaluating work are seldom known by students in advance

13. Who determines the grading standards? (Page 35, B)

A continuation of the multiple choice set listed under No. 2 raises the question of who determines the standards, providing three options.

If a formula and standards are used, who makes them up? (Check one)

1. ☐ The formula and standards are made up by the teacher.
2. ☐ The formula and standards are made up by people outside the course.
3. ☐ The formula and standards are made up by me.

14. Who does the evaluating?

In most courses the teacher does the evaluating. Two questions in this set probe for other situations: cases where someone other than the teacher is involved in the evaluating. Some of the options are more centralized (e.g., the principal); others are more open (e.g., involving students in the evaluating).

Two questions are used: one to probe how often something is done; the other to probe how important it is if it is done. The questions and an item to illustrate are: (Page 32, 33, both forms)

M-I

Indicate how often each of the following happens in this course. Circle one number for each statement.

1 Happens often
2 Happens sometimes
3 Happens rarely
4 Never has happened

Comments

1 2 3 4	1. Does your teacher ever ask you to evaluate your own work?

M-II

If each of the following happens, indicate how important it is in determining your final grade in the course.

1—This never has happened
2—This happens and has great importance—the teacher gives it just as much or more consideration than if he/she had done the evaluation
3—This happens and has some importance—the teacher does take it into account
4—This happens, but has little or no importance—the teacher hardly even considers it
5—This happens but I don't know how important it is

Comments

1 2 3 4 5	1. Does your teacher ever ask you to evaluate your own work?

The full set of items, split between Form A and Form B, are (the same set is used for each question):

1. Does your teacher ever ask you to evaluate your own work:

2. Are you ever asked to evaluate the work of other students?

3. Does the teacher ever have you take a schoolwide test as part of the evaluation?

4. Does the principal ever evaluate your work?

1. Does your teacher ever ask other students in the class to evaluate your work?

2. Does your teacher ever ask someone outside the class to evaluate your work?

3. Does the teacher ever have you take a departmentwide test as part of the evaluation of your work in the course?

15. How consistently are the standards applied? (Page 11, A)

6. The same grading standards are applied equally to everyone. "T-NT"

IV. The Nature of the Final Evaluation

16. Who determines the final evaluation and how?

One multiple choice question explores the relationship between teacher and student in establishing the student's final evaluation.

(Page 36, both forms)

Comments

What is the relationship between the teacher and student in the decision about your overall evaluation (grade)? (Check one)

1. ☐ The teacher makes a final decision without consulting the student
2. ☐ The teacher makes a tentative decision and discusses it with the student before making it final.
3. ☐ The student makes a tentative decision and discusses it with the teacher. The teacher then makes final what they agree on.
4. ☐ The student makes the final decision without consulting the teacher.

17. What information is used in determining a final evaluation?

This question lists a variety of aspects of a course that might be used and also asks respondents to indicate how important each is.

The question and an item to illustrate the format are: (Page 31, both forms)

Indicate how important each of the following is in determining the final evaluation (grade) you receive in this course. Circle one number for each aspect.

Note: If you do not know how important these are for the entire course, answer the questions with respect to the unit of the course just completed.

1—Very important
2—Some importance
3—Little or no importance
4—Don't know

Comments

1 2 3 4	1. Quality of your written classwork

The full set of items, split between Form A and Form B, are:

1. Quality of your written classwork

2. Grades on teacher-made tests

3. Quality of your oral participation. For example: answers to teacher questions, taking part in discussions, making speeches.

4. Past record in school work

5. Willingness to help others

1. Quality of your written homework.

2. Classroom attitude and behavior

3. Quality of the projects you do

4. Past record in extracurricular activities

5. The way you dress

18. What is recorded on the permanent record?

Three multiple choice questions, the second of which covers the variety of possibilities: (Page 34, form A and B)

N-II Does your performance in this course get permanently recorded? (Check one)

Comments

35-1. ☐ Yes. There is a permanent record, kept by the school.

2. ☐ No. There is no permanent record, only my copy of any evaluation.

N-I What information about your work in the course is recorded on the permanent record (if there is one?) (Check all which apply)

Comments

0/1

1. ☐ My grade in the course
2. ☐ Written comments about me from my teacher
3. ☐ How well I did on each of a set of competency tests.
4. ☐ My rank in the class
5. ☐ Don't know
6. ☐ Other (Explain: ______________________________

____

N-II If a student fails, is this recorded on his/her permanent record? (Check one)

Comments

35-1. ☐ Yes

2. ☐ No

One "T-NT" question probes for a situation that permits a second chance:

9. If we do not do well in a course, there are opportunities to improve the grade later on, after the course is over. (Page 10, A)

INSTRUCTION

Instruction as a function of schooling consists of the mechanisms by which schools make a systematic attempt to increase the information base and to improve the cognitive, physical and affective skills of students. Since these attempts are always made within classrooms, the questions probing this function are focused on the classroom.

Four question formats are used: the standard "True-Not True" format, one that probes how often the teacher requires certain things for the course, one that probes the teacher's acceptance of different types of activities (required to not permitted) and one that asks the percentage of time spent in different types of activities.

The number of ways one can categorize instructional activities is very large. We have used:

1. A set of teacher behaviors commonly agreed to be important (True-Not True format; some items phrased negatively) ("T-NT")
2. A set of student influence questions ("T-NT")
3. A set of questions about the variety of options available ("T-NT")
4. A set of procedural questions about the class ("T-NT")
5. A set of student behaviors ("Required-to-Not Permitted" format)
6. A set of cognitive behaviors based on Bloom's Taxonomy ("How Often Required" format)
7. A set of types of class and homework activities ("Amount of Time" format)

1. A Set of Teacher Behaviors

The "True-Not True" format, with an example, is:

C-II

For each of the following statements, rate how true it is in this class. Circle one number for each statement.

1- Definitely true
2- Tends to be true
3- Tends not to be true
4-Definitely not true
5- Don't know

		Comments
1 2 3 4 5	1. The teacher makes us do things which are of more interest to him/her than to the class.	48

The items split between Form A and Form B are:

1. The teacher makes us do things which are of more interest to him/her than to the class. (Page 11, B)

2. It is hard to predict what the teacher will tell us to do next. The way she/he reacts seems to depend on how she/he feels at the time. (Page 11, A)

3. The teacher can be trusted to do things that will help students rather than harm them. (Page 11, B)

4. Students don't feel confident that what the teacher wants them to do is in their own best interest. (Page 11, A)

17. The teacher expresses delight in the efforts or achievements of students. (Page 13, A)

17. The teacher rarely encourages and supports the slower students in their efforts to learn. (Page 12, B)

18. The teacher rarely shows concern about students' personal problems. (Page 12, B)

18. The teacher usually understands what information or help is needed by students. (Page 13, A)

19. The teacher frequently asks students how their work is progressing. (Page 13, A)

20. The teacher does not seem to believe in the value and importance of what is being taught. (Page 13, A)

20. The teacher brings in his/her own experiences with the subject matter while teaching. (Page 13, B)

21. The teacher is good at explaining and interpreting the subject matter. (Page 13, A)

Part of the set is phrased in terms of a personal relationship to the student.

21. The teacher usually disciplines me when I need to be disciplined. (Page 13, B)

22. The teacher likes me. (Page 13, A)

24. The teacher usually understands me. (Page 13, A)

25. The teacher usually helps me whenever I need help. (Page 13, A)

22. The teacher is usually fair to me. (Page 13, B)

24. The teacher rarely tries to find out how I feel about things. (Page 13, B)

23. The teacher rarely pays attention to my ideas and opinions. (Page 13, B)

30. The teacher expects me to do only a certain quality work and teaches me accordingly. (Page 13, B)

23. The teacher rarely notices when something is bothering me. (Page 13, A)

2. A Set of Student Influence Questions

This set uses the same "True-Not True" format.

25. Students have little influence over what subject matter the course will cover. (Page 13, B)

26. Students have a lot of influence over the kind of learning activities the course will have. (Page 13, A)

30. Students have a lot of influence on the physical atmosphere of the room (color of the walls, type of furnishings, etc.). (Page 13, A)

27. Students have little choice as to when, where, and how learning activities may be pursued. (Page 13, A)

3. A Set of Questions About the Variety of Options Available

("True-Not True" format)

4. When the teacher wants us to do something, she/he permits the class to consider different ways of doing what she/he wants or doing other things instead. (Page 11, B)

26. A variety of learning activities are provided within any class period so different students are doing different things at the same time. (Page 13, B)

27. A variety of learning activities are provided from day to day. (Page 13, A)

4. A Set of Procedural Questions About the Class

("True-Not True" format)

28. Class activities and assignments are explained clearly. (Page 13, B)

28. Materials are plentiful and easily available for use by students. (Page 13, A)

29. The materials and learning activities used in this course rarely hold my attention. (Page 13, B)

29. Class learning activities are ended with a review or something that sums up what was covered. (Page 13, A)

5. A Set of Student Behaviors

The item format and an example are:

O-I

> Different teachers like different things to happen in their classrooms. We want to know how this teacher feels about each of the following kinds of activities taking place in this class. For each statement below, circle the number which is most like the way things are in this class.

1 Required (The teacher requires it)
2 Encouraged but not required (The teacher wants you to do it)
3 Permitted but not encouraged (Doesn't matter one way or the other to the teacher)
4 Permitted but discouraged (The teacher doesn't like it)
5 Not permitted
6 Does not apply to this course

Comments

1 2 3 4 5 6 | 1. Students offering an opinion of course material that differs from the teacher's.

The complete set of items is: (Page 37, A and B)

1. Students offering an opinion of course material that differs from the teacher's.
2. Students raising questions about the way the teacher assigns grades.
3. Students raising questions about the teacher's rules for class behavior.
4. Students raising questions about the way the topic is being taught.
5. Students giving presentations or demonstrations to the class.
6. Students writing reports about topics that personally interest them.

7. Students learning more about a topic they're studying by using resources outside the school.

8. Students playing games which involve taking the part of other people or characters.

1. Students asking for clarification of something the teacher has already said.

2. Students offering an opinion of course material that differs from the textbook.

3. Students relating things that happen outside of class to topics they study in class.

4. Students raising questions about why they are studying a certain topic.

5. Students raising questions about the kinds or number of homework assignments.

6. Students writing reports about topics studied in class.

7. Students speaking out and giving their own opinions about things.

8. Students using computer terminals, tape recorders or other available machines.

6. A Set of Cognitive Behaviors Based on Bloom's Taxonomy

The item format and an example are: (Page 38 A and B)

O-II

How often does the work in this course require that you do each of the following things? Circle one number for each question.

1 Often required
2 Sometimes required
3 Rarely required
4 Never has been required

Comments

1 2 3 4 | 01. Recall from memory specific facts or ideas.

The complete set of items is:

01. Recall from memory specific facts or ideas

02. Repeat a given statement, response or acitivity more than once.

03. Explain the underlying causes, principles or elements behind why things happen or how they work.

04. Judge the value or merit of something based on specific standards or evidence.

05. Openly express your feelings and insights about things that are important to you.

01. Restate the content of a given item or idea in a different way (e.g., water = H_2O).

02. Apply skills or ideas learned in one situation to a similar but different situation (for example, applying the principles of the decimal system to counting money).

03. Pull together a variety of facts or ideas into a new way of viewing their relationship to each other.

04. Demonstrate an awareness of and sensitivity towards the world around you and man's past achievement.

05. Do things well in front of others.

7. A Set of Types of Class and Homework Activities

The item format and an example for the in-classroom activities are:

P-I

In ten (10) ordinary meetings of this course (a two-week period for a course that meets every day), approximately what percentage of class time is spent in each of the following activities or settings. Circle one number for each activity or setting.

1 Less than 10% of the time (less than one class period every two weeks, for a course that meets daily)
2 Between 10% and 25% of the time (one or two class periods out of ten; or 10-25% of every class period)
3 Between 25% and 50% of the time (three to five class periods out of ten; or 25-50% of every class period
4 Between 50% and 75% of the time (five to eight class periods out of ten; or 50-75% of average class period)
5 More than 75% of the time (nearly every class period, or nearly all of each class period)

		Comments
1 2 3 4 5	1. Self-instruction (e.g., reading, writing assignments.	

The complete set of items, split between Form A and Form B, is: (Page 39, A and B)

1. Self-instruction (e.g., reading, writing assignments)

2. Student-group instruction (e.g., discussions, roleplays, games).

3. Machine-mediated instruction (e.g., movies, tape recordings, video tapes).

4. Outside instruction (e.g., field trips, work in businesses, etc.).

1. Student-led instruction (e.g., listening to reports; a student acting as teacher).

2. Teacher-led instruction (e.g., lectures, total-class discussion).

3. Outsider-led instruction (e.g., talk by someone from the Chamber of Commerce, League of Women Voters, etc.).

4. Working individually.

5. Working in small groups, four to ten.

5. Working in groups of two or three.

6. Working in large groups, eleven to full class.

The out-of-classroom question format is similar, but with two additional questions asking the total number of hours:

P-II

Think of the amount of time you have spent over the last two weeks in out-of-class work for this class (doing assignments, homework). Include time spent in study halls doing work for this class.

What is the approximate total number of hours you spent? Place the number in the box below.

☐ hours

Approximately what percentage of this time did you spend on each of the following activities? Circle one number for each type of activity.

1 Less than 10% of the time
2 Between 10% and 25% of the time
3 Between 25% and 50% of the time
4 Between 50% and 75% of the time
5 More than 75% of the time

Comments

1 2 3 4 5 | 1. Writing (e.g., answering questions, writing reports).

The complete set of items, split between Form A and Form B is:

(Page 40, A and B)

1. Writing (e.g., answering questions, writing reports).

2. Interviewing (e.g., asking someone about something).

3. Doing acutual work (e.g., helping a volunteer organization; trying a job for which pay is usual).

1. Reading (e.g., books, materials, newspapers, magazines).

2. Watching/visiting (e.g., watching assigned TV program, going to an exhibit, visiting a place of work).

3. Practicing (e.g., preparing for a speech the next day by practicing it.

4. Making something (e.g., an exhibit, a poster, etc.).

SOCIALIZATION

Socialization involves the processes used for developing in persons those attitudes, beliefs, expectations, values and affective capacities for successfully performing roles in specified social systems. In school, the principal socialization effort involves trying to get students to successfully perform the role, "student." While in various schools there may be different degrees of overlap between what is needed to be a "student" and what is needed to be a successful adult outside, every school focuses basically on getting students to conform to its view of how students ought to behave.

The questions in this section, therefore, involve a long list of statements about how students should behave or what teachers or schools should be able to do with, or to, students. The format and a sample item are:

> For each of the following statements, circle the one number which is most like the way things are in your school. Remember to answer with respect to your school. DO NOT just give your personal opinion of the statement.

1—This is not stressed in my school.

2—This is stressed, but no one mentions it. Everyone is used to to doing it this way, and the way things are organized, it's very difficult to do anything else.

3—The staff wants this but students don't. This is stressed by the staff of the school. They explain that this is how they want or expect things to be. Students tend to both disagree and resist.

4—The students want this but the staff doesn't. This is stressed by the students of the school. The way they act, or the way they explain things to other students shows that this is how they want or expect things to be. The staff tends to both disagree and resist.

5—Both students and staff want this. This is stressed by the staff and the students of the school. They agree this is how things should be.

Comments

1 2 3 4 5 The school should have rules to cover almost all aspects of a student's behavior.

Through comparing those marked "1" across different schools, different conceptions of the student role can be identified. Responses 3, 4 and 5 indicate points of strain or impending change (otherwise they probably would not be conscious and response 2 would be chosen). Response 2 is the unconscious notion of how students should behave.

The full set of items below is grouped into categories according to the other four functions. Schools perform each of those functions in a particular way. The socialization mechanisms try to get students to conform to and accept the way in which the other functions are performed, for that is what defines the student role.

1. Socialization Questions Related to Custody/Control

2. The school should have rules that cover almost all aspects of a student's behavior. (B)

30. Students ought to be involved in making up the rules which affect them if they are expected to obey them. (B)

1. School rules should spell out exactly what a student is expected not to do. (A)

2. The school rules should be limited to those which are necessary to help students. (A)

13. Students ought to obey only those rules they helped make. (A)

16. Students ought to be consulted about all school rules before they become official. (A)

38. Students should obey the school's rules only if they have been convinced that they are for their own good. (A)

39. Students should obey the school's rules because the consequences of not doing so are severe. (A)

36. Students should not have to obey unreasonable school rules. (B)

37. Students should obey the school's rules because the staff and administrators who made them up are older and wiser than the students. (B)

6. Students ought to obey any rule made up by school officials. (A)

---

13. Students ought to obey the school's rules without the need for someone to watch over them. (B)

10. Someone ought to watch students all the time because they will break the school's rules if they can get away with it. (B)

19. Students should not be expected to have enough self-discipline to obey the rules all by themselves. (A)

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5. Students should be considered innocent of breaking a rule until proven guilty. (A)

11. Students should be able to appeal any punishment if they think they are innocent. (A)

28. A student should accept a punishment, even if he/she is innocent. (A)

32. A student should refuse to accept a punishment and appeal his/her case if he/she thinks he/she is innocent. (A)

---

9. All students who break the same rule should receive the same punishment, regardless. (B)

20. Students who break the same rule should have their punishments adjusted if their case has special circumstances. (A)

15. Students who are a credit to the school should receive a lighter punishment than usual if they break a rule. (B)

26. Students are not supposed to try to get special treatment. (B)

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27. Regardless of the rules of the school, a student ought to obey what a teacher says. (B)

8. Teachers should be able to discipline students and not have their decisions questioned. (A)

3. Teachers should have a lot of leeway in enforcing rules. (B)

6. Teachers should have the right to make up whatever rules they want. (B)

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35. Students ought to be allowed to leave the school grounds whenever they wish. (B)

24. A student's personal appearance and dress ought to be entirely his/her choice. (B)

8. Students ought to be in class during class time. (B)

33. Students ought to ask permission to do things, even though they know it's O.K. and will be allowed. (A)

5. Schools should have the kinds of rules found in society at large so that students will become used to them. (B)

2. Socialization Questions Related to Selection

9. Students should be able to help decide which courses are to be offered. (A)

14. Students ought to take the courses their teachers or counselors tell them to take. (A)

4. Students should decide what courses they want to take and when to take them. (A)

12. Students ought to indicate what courses they want to take, but the final decision should be make by the school staff. (A)

34. Teachers should be able to limit the students who can take their course to those who have the highest ability. (A)

35. Teachers should be able to limit the students who can take their course to those who have the best grades in other courses. (A)

36. Teachers should be able to limit the students who can take their course to those who have taken certain prerequisite courses. (A)

11. All students should have the same chance to take the courses they want, regardless of who they are or what kind of record they have in school. (B)

14. If more students sign up for a course than can be handled, the teacher ought to be able to pick whichever students he/she wants. (B)

21. If more students sign up for a course than can be handled, the selection of students to be in the course should be done at random. (A)

22. If more students sign up for a course than can be handled, new sections of the course should be created to handle the demand. (A)

18. If more students sign up for a course than can be handled, those with better grades should get preference. (A)

7. Once a student begins a course, he/she should stick to it and not try to switch to another course. (A)

15. Students ought to be able to switch out of a course before it is over if they have a good reason. (A)

10. Students ought to be able to switch teachers or classes (within the same course). (A)

3. Socialization Questions Related to Evaluation/Certification

23. The same grades ought to be given to everyone, regardless of the level of any one student's performance. (B)

25. The final grade a student receives should be based on how well he/she does in comparison to the other students in the class. (A)

12. The final grade a student receives should be based on everything he/she does in the course, not just on test scores. (B)

18. The final grade a student receives in a course should be adjusted for his/her ability. Slow students should not be expected to do as well as faster ones to get the same grade. (B)

31. A student should be graded on his/her overall qualities as a person, not just on how well he/she does school work. (A)

17. The final grade a student receives in a course should be based only on his/her test scores. (A)

40. Evaluations of students ought to be based on absolute standards of performance. (A)

45. Students should not be graded at all. (B)

21. Teachers should state ahead of time what has to be done to get any particular grade. (B)

23. Teachers should explain how they determined the grades for the students in a course. (A)

26. Teachers ought to grade students on whatever basis they wish. (A)

20. Evaluations ought to merely indicate whether the student did well or not. (B)

16. Evaluations ought to help students in improving their work. (B)

43. Teachers should use the evaluations of their students' work in planning how to correct any problems students had. (A)

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41. Once a student gets a grade in a course, he/she should have the chance to get it changed later by extra work. (A)

42. If an assignment has a definite time period, every student should have his/her work evaluated at the end of that time, regardless. (A)

44. The only things worth learning are what the teacher gives grades on

38. Teachers ought to do all the evaluating of student work. (B)

4. Socialization Questions Related to Instruction

28. Students are supposed to have assignments done on time, regardless of problems in their personal life that may make it difficult. (B)

4. Students should ask questions when they don't understand. (B)

25. A student should regard it as his/her fault if he/she misunderstood an an assignment and did the wrong thing. (B)

3. A student should help other students who are having trouble in a course. (A)

19. Students ought to have a lot of influence over what material will be covered in a course. (B)

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29. A student should not do something just because teacher wants him/her to. (A)

30. Students ought to offer an interpretation of the material that is different from the teachers if they really believe their's is a good one. (A)

29. Students ought to learn only the teacher's opinions of the material. (B)

40. Students should be required to present their own ideas and interpretations of materials they study. (B)

41. Students should memorize all of the important facts of the materal they study. (B)

42. Students should not have to study anything but the textbook. (B)

43. Students should be required to search out many sources other than the textbook when studying something. (B)

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24. Teachers ought to spend their time teaching the subject and not get all involved with students' learning problems. (A)

27. Teachers ought to be alert to problems students are having learning the material and find ways to help them. (A)

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17. The teachers ought to decide what material will be covered in the course. (B)

22. A course ought to have a lot of flexibility in what materials are covered. (B)

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37. The school should recognize and encourage excellence in any activity. (A)

32. The school ought to promote cooperation among students. (B)

33. Students ought to be supported by the school for asserting their individuality. (B)

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1. A student should feel especially proud when his/her work is better than anyone else's. (B)

7. A student should feel proud of anything that represents the best he can do. (B)

31. Students ought to have tolerance of people different from themselves. (B)

39. Students should view their studying as an opportunity to grow, not just fulfilling a requirement to get a grade. (B)

CHAPTER III

THE INITIAL TEST OF THE INSTRUMENT

CHAPTER III: THE INITIAL TEST OF THE INSTRUMENT

Individual Student Test

The initial draft was completed on December 10, 1974, submitted shortly thereafter to the Office of Management and Budget for approval. Meanwhile, consistent with those regulations, this instrument was tested on six individual students, two at a time, with the principal developer, Dr. Jerry Fletcher, present, answering all questions and making notes on difficulties. Purpose of this initial test was to identify problems in administration and clarity of the questionnaire.

From these initial individual tests a number of needed changes were obvious. The instrument was too long. It took nearly two and one-half hours for the individual student to complete. Parts were too complex, particularly the Socialization section. A number of items and sets of instructions presented wording or comprehension problems. Generally it did not seem the instrument was ready to be used in its existing form with a classroom of students.

As a result, a decision was made to split the instrument into two parts so that any one student would fill out only one-half of the instrument. This still provided adequate numbers of students for statistical purposes within any one classroom. A large number of wording changes in items and instructions were made to eliminate words with which students had difficulty. The response categories in the Socialization section were greatly simplified so that students could answer them easily. A set of administrative procedures and instructions for teachers using the instrument in a classroom were written.

Classroom Tests

On January 23, 1975, using the classroom of one teacher in a suburban high school, the instrument was tested using the written administrative procedures. Purpose of this test was to test the administrability and clarity of the revised instrument (now in two parts). The initial attempt revealed numerous problems. The instrument still appeared to be too long and too difficult for some students to read and answer. The administrative procedures were written assuming that the class would stay together and that the teacher would read the instructions to each set of items before having students proceed, much, for instance, as the College Board tests are administered. This proved to take far too much time, and the variation in speed of the students meant that some students had to sit as long as five minutes after finishing a section while other students were completing it. Also, the demographic information about the student that constituted the first section of the instrument had several items that were too difficult to complete without assistance by the teacher, which took an enormous amount of time. It took three full class periods on three successive days to complete the instrument.

As a result of these difficulties a decision was made to immediately test the instrument on a second class taught by the same teacher. This time the attempt to keep the class together was abandoned. The teacher merely read the instructions to the first set of items as a sample, and then allowed the students to proceed at their own rate. A large number of the demographic items were eliminated so that the remaining ones could be filled out quickly and easily. This second trial worked in a far superior manner. Students were able to complete the instrument in only slightly more than one class period. The item wording changes made after the initial individual students completed the questionnaire had eliminated so many problems that students could work through the instrument without continued instruction from the teacher.

Revisions After Review of the Data

After preliminary review of this data and discussions with the Project Officer in Washington, a number of specific changes to make items more interpretable were identified and some changes in wording of instructions were also made. In an effort to reduce respondent fatigue, a decision was made to try yet another administrative procedure: splitting each half of the instrument into three portions, one to be taken on three subsequent days, each one taking approximately 20 minutes. These revisions were incorporated into the instrument without necessitating a major retyping of the instrument, and the instrument was tried out by three additional classrooms, two in a high school different from the first, which would allow between-school comparisons on the items; and one class of seniors in the same high school as the original classes which would allow analysis of the data between different age groups.

The data was analyzed and the report of the findings, with the description of the analysis procedures, is provided in Part I of Volume II: Technical Reports. A summary of the findings is provided below.

1. The procedure of running the test over three consecutive days is workable but awkward and it would appear superior to reduce the length of the test so that it could be filled out even by relatively slow students in one period. It appears from analysis of the data that a number of simplifications can be effected which would make this possible.

2. The data analysis procedures are more effective with some of the items than with others. In particular, the Socialization section needs yet further simplification of the response categories and the developing of them into a scale. Changes have been identified in all sections to improve the instrument.

3. Keypunch time is substantial and expensive. If the revised version were to be used with several hundred students, as would be necessitated in testing a whole school, some form of mark-sense answer sheet would be essential.

4. It appears the items can be analyzed and interpreted clearly and the results presented in a format that makes comparisons between classrooms and between schools possible. It appears that these interpretations are consistent with the initial theory.

The changes indicated above were incorporated into the new draft

Review by Outside Consultant Panel

A total of twelve individuals were identified in early January to serve as a review panel to read and comment on the instrument, according to a set of criteria. The instrument and these criteria were distributed to them on January 15, 1975. On January 28 and 29, six of the individuals met each day, presented their comments, and discussed the instrument. Their comments were extensive and constructive, identifying biases in the items, changes in the response categories that would make the instrument applicable to a wider variety of schools and suggestions about the possible utility of the information. A summary of these suggestions is included in Appendix B. These suggestions provided significant assistance in the revision of the instrument.

Review of the Literature

One of the initial agreements of the contract was that a thorough review of the literature would be conducted. An initial review using the ERIC system was conducted in July and August of 1974, based on Spady's functional categories. This review turned up so few references that seemed relevant that the initial work on the instrument was done almost from scratch. In September, Fletcher and Spady collaborated on a proposal for a paper to be delivered at the American Educational Research Association annual meeting in April which would describe this work in relation to other relevant research work. This proposal was accepted for the annual meeting. By February the shape of the instrument and the relevance of the work to various school change efforts had become sufficiently clear that a new review of the literature appeared appropriate, based this time not on the substantive categories of Spady's work but on the kind of instrumentation that the draft instrument represented and whether or not this type of instrumentation had previously been used in efforts to change and improve schools. This review was far more successful, identifying through the ERIC system some 100 references of which approximately 30 were relevant. Two weeks in March were spent, pricipally by Dr. Fletcher, in synthesizing this data and preparing the paper for AERA.

As a result, the development work represented by this instrument is much more precisely located within a set of a number of other research efforts, and the way in which it goes beyond the previous work is clearly identified.

Office of Management and Budget/Protection of Human Subjects Clearance

The instrument was submitted shortly before the middle of December 1974 and official clearance was not received from OMB until January 21, 1975. Written approval was not received until the second week in February, although on the strength of a phone call from the NIE officer in charge of clearance, during which he provided the clearance number, classroom testing did proceed. Protection of Human Subjects clearance took much less time as the committee is a local committee, though some revisions were necessitated by this.

Plan for Subsequent Testing

Part of the initial agreement of the contract was that a plan for testing the instrument would be developed and a plan would be developed for the subsequent use of the instrument including the potential use in a research and development effort centering on Oregon's competency based educational system. An initial draft of the plan for testing the instrument was prepared on December 10. These steps have to a large extent been followed. From a February visit to Washington, D.C. and the several substantial discussions with NIE statisticians, some changes were made. They provided valuable advice in designing procedures for item analyses, sampling for classroom within schools, and for schools within the state.

CHAPTER IV

THE SECOND TEST OF THE INSTRUMENT

CHAPTER IV: THE SECOND TEST OF THE INSTRUMENT

Utilizing the findings from the tests of the instrument in January and February, 1975; the input from the review panels in January; and the extensive discussions with NIE statisticians in March and April; the instrument was revised completely during the first two weeks of May. Items were created, revised, or deleted until every section of the instrument was made up of a set of scales and subscales, and virtually every item was part of one or another scale. Every scale was tested for interpretability, and the procedures for combining items were laid out before the items were included in the instrument. The listing of the items, by scale, is included in Volume II: Technical Reports.

Planning the Test

After extensive discussions with David Faulkenberry of the Oregon State University Survey Research Center, during which the various suggestions of NIE statisticians were reviewed, a plan for conducting the second test of the instrument emerged.

In order to stay within the financial limitations of the contract, a sample size of six high schools was selected. After consideration of numerous school characteristics, two were selected over which to vary the schools: school size, and an informal estimate of the degree to which the school had moved to implement the state competency-based graduation requirements. The following six cell table was to contain one school per cell.

Table 1

		Size of School		
		Small (under 500)	Medium (500-1000)	Large (over 1000)
Movement to Implement Competency-Based Graduation Requirement	HIGH	1	1	1
	LOW	1	1	1

Within each school a set of eight classrooms were to be selected, from among all of the classes within a certain time period that fell into each of the cells of the following table:

Table 2

	Freshman or Sophomore		Junior or Senior	
	Elective	Required	Elective	Required
Academic	1	1	1	1
Vocational	1	1	1	1

Academic = Language Arts
Social Studies
Mathematics
Science
Foreign Language

Vocational = Business Education
Practical Arts
Occupational Related
Occupational Exploration
Occupational Preparation
Fine Arts

The variables: grade level (freshman/sophomore vs. junior/senior), type of class (academic vs. vocational), and degree of student choice (required vs. elective), were selected because theoretically they would probably be associated with variations in the results of the instrument. They also appeared to be characteristics of classes that school personnel could readily determine.

Selecting the Schools

Utilizing the list of all high schools in the State of Oregon provided by the State Department of Education, all those within a radius of seventy-five miles from Portland were listed and grouped ascending to size. From these, three lists of ten were selected at random: ten small high schools (enrollment under 500); ten medium sized high schools (enrollment 500-1000); and ten large high schools (over 1000).

Then, using information from members of the State Department of Education, the schools in each list of ten were grouped as to the extent to which they had made progress in implementing the State's new competency-based graduation requirements and minimum standards. The three which were estimated to have made the most and the three which were estimated to have made the least in each group of ten were selected, and letters were sent to these eighteen asking for their cooperation in testing the questionnaire. As it was near the end of the school year, and securing cooperation of schools at that time would be difficult, eighteen schools were selected to allow alternates. The intent was to find one in each set of three that would be willing to cooperate. This is what we finally obtained. One school in each of the cells was willing to permit the test.

Negotiating Dates and Procedures

Dates of administration and class selection were handled by telephone. After the time-frame was determined, the local administrator classified all classes into the cells of Table 2. Then by telephone, using a random number table, the eight classes were selected. In some schools there were no classes in some cells (most often, upper-classmen required classes). In this case two classes from the adjacent cell were selected (e.g., two upper-classmen electives).

Conducting the Test

The questionnaires were delivered personally to each school. A meeting was held with the cooperating teachers prior to the administration during which the procedures of administration were outlined, code numbers were distributed, and any questions were answered. Classes were coded, and the subject matter was coded, to permit comparisons on these bases. Then, individual classroom teachers administered the questionnaires, and NWREL personnel stood by to handle any difficulties. For the most part there were none, other than that it took longer for some students (about 25%) than the usual 45-minute period. This was handled by allowing students to stay late to finish. The testing took place over the last two weeks of May, and into the first days of June. Two major deviations from the planned administrative procedures were necessary: in one school with modular scheduling the periods were not long enough to permit a classroom administration of the instrument, and there was not time to schedule extra long periods. To minimize disruption in the school, 200 students selected at random were brought into the cafeteria for the administration. The students were classified as academic or vocational, and as freshmen/sophomore or junior/senior, but the class with respect to which they answered the question varied widely (everyone used the first period class). As a result, no "classroom" analyses of this school's data were conducted (there were far more than eight). In one other school it was not possible to schedule the testing until after the seniors had graduated, so the data collected is on freshmen, sophomores, and juniors only.

Each teacher administering the questionnaire was given a master copy on which to record all of the difficulties, if any, encountered in administering the questionnaire. In this way all of the needed revisions of items were recorded in a single place. These suggestions were used in revising the instrument for the final time. Each teacher also filled out a simple questionnaire (five items) rating his or her class on the underlying dimensions of the questionnaire, as a gross way of determining the fit between the student responses, and the teacher's view of how the class is run. Finally, the principal at each school answered a questionnaire on how far his school had come in implementing the competency-based graduation requirements, as a way of checking the accuracy of the estimates of the State Department rating of each school.

Key Punching

Cards were keypunched directly from the questionnaire.

Computer Programs

The SPSS system programs were used in the analysis, principally the Cross-Tabs, ANOVA, and Guttman Scale Programs.

Data Analysis

Very limited data processing money precluded many analyses. Each school was provided with the Means and Standard Deviations of each scale and subscale, broken down by types of class and by various subgroups of students. Significance tests were also provided (principally t-tests) between subgroups and types of classes within each school.

An Analysis of Variance by item across schools or classes (depending on the referent of the item), and a Guttman Scale analysis for each scale were used to weed out redundant items, or those which did not differentiate schools or classes. Since the classroom and the school were the unit of analysis, ideal items are those with low within-class or within-school variance and high between-class or between-school variance. Item-item and item-scale correlations were also used to eliminate redundant items. A complete Technical Report of the results of this second test appears in Volume II. Included in the technical report is a description of the final revisions made in the instrument. The final version of the instrument appears in Appendix D.

CHAPTER V

RECOMMENDATIONS FOR FUTURE WORK

CHAPTER V: RECOMMENDATIONS FOR FUTURE WORK

The development and initial testing of the instrumentation described on the previous pages provides a significant contribution to needed methodologies for assessing manifestations of the ways in which schools carry out their sociological functions. Equally important is the potential contribution to methodologies for tracking the impacts of educational change efforts over time.

The limited funds available for this initial effort did not allow the developer sufficient resources to fully test and refine the instrument. Therefore the recommendations presented below suggest additional analysis work needed prior to the use of the instrument as a valid research and decision making tool.

Theoretical Constructs

An external review panel has recommended that greater attention needs to be devoted to explicating the theoretical constructs related to each of the five functions. It is therefore recommended that further explication of these constructs is the essential next step in refinement of the instrument. This further explication may lead to further revision or refinement of questions and items.

Analysis Procedures

Once the theoretical constructs are explicated and questions and items further refined, additional tests and analyses of the instrument should be conducted as follows.

Since the instrument collects data on student perceptions of how schools carry out the five functions, the ANOVA results should be further examined in light of the question of consensus of perceptions which statistically translates into small within cell (i.e., classroom, school) variance. It is recognized that significant f-test results are not sufficient demonstrations of consensus of perception. It is possible to have a high degree of consensus and yet a nonsignificant f-test. Therefore further consensus analyses at both the school and classroom levels need to be conducted.

Intraclass correlation coefficients should be utilized. Use of the intraclass correlation coefficient can provide valuable data regarding: a) the consensus of perceptions, and b) estimates of the magnitude of school effects relative to effects of individuals or classrooms (and various interactions therein). If between-classroom effects are not evident, further analyses should be based on within classroom data (e.g., frequency distributions, standard deviations).

Further analyses designed to examine correlates of diversity of perception should also be conducted. For example, to what extent are student perceptions a function of: a) grade level or year in school, b) sex, c) race or ethnic group, d) school size, e) type of class, f) academic record, g) socioeconomic status, etc.

Analyses of test-retest stability and the consistency of items within subscales also needs to be conducted.

Finally, consideration should be given to designing techniques for assessing the correlation between objective indicators of the five functions and student and adult perceptions of how the five functions are carried out.

Potential Use After Further Refinement

After the above recommendations are carried out to the extent that questions of validity and reliability are fully answered, the refined instrument will have potential use both as a school assessment device at the local level and a device to measure the impact of large scale educational change efforts on school functions. This type of assessment is currently lacking but vitally needed to provide local, state and federal decision makers with information about the relative effectiveness and impact of various models of educational change.

FOOTNOTES

AND

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FOOTNOTES

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2. The discussion of these functions is adapted from Fletcher, Jerry and Spady, William, "The Development of Instrumentation to Measure the Alternative Operational Manifestations of Five Basic Functions of Schooling." Paper presented at the American Educational Research Association Annual Meeting, March 30-April 3, 1975.

3. See Ibid.

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APPENDIX A

THE FIRST TEST DRAFT

FORM A
DRAFT: 1/15/75

Form Approved
OMB No. 51-S75001

PATTERNS OF SCHOOL FUNCTIONING

GENERAL INSTRUCTIONS

In this questionnaire we are concerned with how things are done in your school. Some of the questions refer to the school as a whole. Some refer to a particular class. If a question refers to a particular class, answer with reference to the class you are in now (unless you have received other instructions).

In answering the questions think of your overall experience in this school or class. Try to be fair. Try not to be overly influenced by one particularly good experience, or one bad one.

Your responses will be strictly confidential. Your name will not be associated in any identifiable way with your specific ratings.

After each question space has been provided for you to elaborate, explain, or qualify your responses as fully as you wish.

Jerry L. Fletcher
Northwest Regional Educational Laboratory
710 S. W. Second Avenue
Portland, Oregon 97204

PART A - QUESTIONNAIRE IDENTIFICATION

01
1-2

Code Number

1. Name of your school ________________ ☐☐☐ (3) (4) (5)

2. Your code number ☐☐☐☐☐ (6) (7) (8) (9) (10)

3. Your course code number ☐☐☐ (11) (12) (13)

4. Your teacher's code number ☐☐☐ (14) (15) (16)

5. Date ☐☐☐ month (17-18) day (19-20) year (21-22)

PART B - PERSONAL INFORMATION

---

7. What grade are you in in school? (check one)

Comments

23-1. ☐ Grade nine (9)
2. ☐ Grade ten (10)
3. ☐ Grade eleven (11)
4. ☐ Grade twelve (12)

---

8. How many years have you been in this school?
This is my (check one)

24-1. ☐ First year

Comments

2. ☐ Second year
3. ☐ Third year
4. ☐ Fourth year
5. ☐ More than fourth year

9. How old are you today? (check one)

25-1. ☐ 13
2. ☐ 14
3. ☐ 15
4. ☐ 16
5. ☐ 17
6. ☐ 18
7. ☐ 19
8. ☐ Older than 19

10. Your sex: (check one)

26-1. ☐ Male
2. ☐ Female

11. Cultural background: (check one)

Comments

27-1. ☐ Caucasian-American
2. ☐ Afro-American
3. ☐ Spanish American
4. ☐ Native American
5. ☐ Asian American
6. ☐ Other (specify) ______________________________
7. ☐ Don't Know

---

12. Generally, which language is spoken at home most of the time? (check one)

Comments

28-1. ☐ English
2. ☐ Spanish
3. ☐ French
4. ☐ A Native American language
5. ☐ Chinese
6. ☐ Japanese
7. ☐ Other (specify) ______________________________

---

13. Highest level of education of parents.
Check the highest level achieved for each parent.

	Mother		Father		Comments
29-1.	☐	30-1.	☐	Attended graduate or professional school	
2.	☐	2.	☐	Graduated from 4-year college	
3.	☐	3.	☐	Some college (including community college, but less than 4 years)	
4.	☐	4.	☐	Technical, vocational or business school after high school	
5.	☐	5.	☐	Graduated from high school	
6.	☐	6.	☐	Some junior high or high school, but did not graduate from high school	
7.	☐	7.	☐	Completed grade school	
8.	☐	8.	☐	None or some grade	
9.	☐	9.	☐	Don't know	

Answer the following with respect to your natural parents.

14. Are your natural parents (check one)

31-1. ☐ Separated
2. ☐ Divorced
3. ☐ Neither of the above

15. If you checked 2 above, have either of your natural parents remarried? (check one)

32-1. ☐ No
2. ☐ Father has remarried
3. ☐ Mother has remarried
4. ☐ Both have remarried

16. Are either of your natural parents deceased? (check one)

33-1. ☐ No
2. ☐ Father deceased
3. ☐ Mother deceased
4. ☐ Both deceased

Answer the following questions with respect to your parents or present legal guardians:

17. What are your parents' (guardians') present primary occupations? Check one for each parent (guardian)

Mother		Father			Comments
34-35-01.	☐	36-37-01.	☐	Unemployed	
02.	☐	02.	☐	Homemaker/Volunteer	
03.	☐	03.	☐	Self-employed	
04.	☐	04.	☐	Manager or executive	
05.	☐	05.	☐	Professional (doctor, lawyer, etc.)	
06.	☐	06.	☐	Artist	
07.	☐	07.	☐	Politician	
08.	☐	08.	☐	Clerical	
09.	☐	09.	☐	Tradesman (member of union)	
10.	☐	10.	☐	Salesman/Saleswoman	
11.	☐	11.	☐	Factory worker	
12.	☐	12.	☐	Laborer	
13.	☐	13.	☐	Public Service Employee	
14.	☐	14.	☐	Farm worker	
15.	☐	15.	☐	Restaurant worker	
16.	☐	16.	☐	Other (specify)	

18. How much unemployment, if any, have your parents (or guardians) experienced over the past 2 or 3 years? (Check one for each parent/guardian).

Comments

Mother		Father		
38-1.	☐	39-1.	☐	Not applicable; not looking for work
2.	☐	2.	☐	None at all; employed continually
3.	☐	3.	☐	Once or twice for short periods
4.	☐	4.	☐	Frequently for short periods
5.	☐	5.	☐	For long period of time
6.	☐	6.	☐	Most of the time

19. What was your approximate total family income before taxes last year? (Include both parents (or guardians) and any brothers or sisters living at home who worked) Check one.

If you know, place your check in this column		If you're not sure, check your best guess in this column			Check here if you really don't know well enough to even make a good guess	
40-41-01.	☐	08.	☐	$4,999 or less	15.	☐
02.	☐	09.	☐	$5,000 - $10,999		
03.	☐	10.	☐	$11,000 - $14,999		
04.	☐	11.	☐	$15,000 - $20,999		
05.	☐	12.	☐	$21,000 - $24,999		
06.	☐	13.	☐	$25,000 - $29,999		
07.	☐	14.	☐	$30,000+		

---

20. (42) 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 or more ☐ Number of children in your family (including yourself) living at home

21. (43) 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 or more ☐ Number of persons in your family (including parents and yourself) living at home

22. (44) 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 or more ☐ Total number of persons living in household who are not part of your family (neither parents nor brothers and sisters

---

23. What have your grades generally been in your last two years of school? (Check one)

Comments

45-1. ☐ A's
2. ☐ A's and B's
3. ☐ B's
4. ☐ B's and C's
5. ☐ C's
6. ☐ C's and D's
7. ☐ D's
8. ☐ D's and F's
9. ☐ F's

---

24. What are your present plans with respect to your future education? (Check one)

Comments

46-1. ☐ I plan to quit soon

2. ☐ I plan to finish high school only

3. ☐ I plan to take some post-high school training (technical school, vocational school); not college

4. ☐ I plan to take some college (including community or junior college) but less than four years

5. ☐ I plan to get a college degree

6. ☐ I plan to get more than a college degree (graduate school or professional school)

---

25. What was your attitude last year about going to college? (Check only one)

Comments

47-1. ☐ Last year I didn't want to go

2. ☐ Last year I was uncertain whether I wanted to go

3. ☐ Last year I wanted to go

26. How has your attitude about going to college changed in the past year? (Check only one)

Comments

48-1. ☐ No change (still the same as above)

2. ☐ This year I am more certain I don't want to go

3. ☐ This year I am more certain I do want to go

PART C - "TRUE--NOT TRUE" QUESTIONS

C-I

For each of the following statements, rate how true it is in your school. Circle one number for each statement.

1-Definitely true
2-Tends to be true
3- Tends not to be true
4-Definitely not true
5-Don't know

	1	2	3	4	5		Comments
49	1	2	3	4	5	1. You need permission to do anything around this school.	
50	1	2	3	4	5	2. The principal is usually understanding if a student does something wrong, and will give him/her the benefit of the doubt.	
51	1	2	3	4	5	3. Teachers in this school feel they need to accompany their students from place to place or check to see that they did go where they said they were going.	
52	1	2	3	4	5	4. No matter where you are in this school, someone is always watching you to see that you don't do something wrong.	
53	1	2	3	4	5	5. As long as you're not harming anything, the teachers here really don't bother much with enforcing rules.	
54	1	2	3	4	5	6. When you do something wrong, the teachers are really understanding and sympathetic here.	
55	1	2	3	4	5	7. Even though I've read or been told what the rules are, I'm often unsure whether something I do is against the rules or not.	
56	1	2	3	4	5	8. Nearly all the rules around here are necessary.	
57	1	2	3	4	5	9. If we do not do well in a course, there are opportunities to improve the grade later on, after the course is over.	

C-II

For each of the following statements, rate how true it is in this class. Circle one number for each statement.

1—Definitely true
2—Tends to be true
3—Tends not to be true
4—Definitely not true
5—Don't know

Comments

58 1 2 3 4 5 1. It is hard to predict what the teacher will tell us to do next. The way she/he reacts seems to depend on how she/he feels at the time.

59 1 2 3 4 5 2. The teacher doesn't expect us to question what she/he wants us to do.

60 1 2 3 4 5 3. The teacher has to try to persuade students to do things the way she/he wants. She/he can't simply threaten to punish them if they don't go along.

61 1 2 3 4 5 4. Students don't feel confident that what the teacher wants them to do is in their own best interest.

62 1 2 3 4 5 5. If the teacher's evaluation of a piece of work is negative, the teacher usually communicates it to the student privately.

63 1 2 3 4 5 6. The same grading standards are applied equally to everyone.

(Question continued on next page)

1- Definitely true
2-Tends to be true
3- Tends not to be true
4- Definitely not true
5-Don't know

	1	2	3	4	5			Comments
64	1	2	3	4	5	7.	The teacher adjusts how hard she/he grades according to each student's ability.	
65	1	2	3	4	5	8.	When we have tests, we have as much class time as we need to work on them. No one ever has to rush to finish.	
66	1	2	3	4	5	9.	No one knows until the end of the course how what they have done has been evaluated.	
67	1	2	3	4	5	10.	Everyone could get an "A" if we all did "A" quality work.	
68	1	2	3	4	5	11.	The only thing I learn from evaluations in this course is my grade.	
69	1	2	3	4	5	12.	The level of each student's performance is made public to other students and used to compare one pupil to another.	
70	1	2	3	4	5	13.	The process of evaluating learning in this course takes a great deal of time and attracts a great deal of attention.	
71	1	2	3	4	5	14.	The teacher seems to expect all or most students to reach similar levels of performance within the same period of time.	
72	1	2	3	4	5	15.	Performance standards themselves, as set by the teacher, seem to be flexible. All students are not expected to achieve the same levels of performance.	
73	1	2	3	4	5	16.	The teacher usually checks on our progress while we are working on an assignment, instead of just waiting until we turn it in to see how we did.	

(Question continued on next page)

1- Definitely true
2-Tends to be true
3- Tends not to be true
4-Definitely not true
5- Don't know

			Comments
74	1 2 3 4 5	17. The teacher expresses delight in the efforts or achievements of students.	
75	1 2 3 4 5	18. The teacher usually understands what information or help is needed by students.	
76	1 2 3 4 5	19. The teacher frequently asks students how their work is progressing.	
77	1 2 3 4 5	20. The teacher does not seem to believe in the value and importance of what is being taught.	
78	1 2 3 4 5	21. The teacher is good at explaining and interpreting the subject matter.	
79	1 2 3 4 5	22. The teacher likes me.	
80	1 2 3 4 5	23. The teacher rarely notices when something is bothering me.	
02 1-2 DUP 3-10			
11	1 2 3 4 5	24. The teacher usually understands me.	
12	1 2 3 4 5	25. The teacher usually helps me whenever I need help.	
13	1 2 3 4 5	26. Students have a lot of influence over the kind of learning activities the course will have.	
14	1 2 3 4 5	27. A variety of learning activities are provided from day-to-day.	
15	1 2 3 4 5	28. Materials are plentiful and easily available for use by students.	
16	1 2 3 4 5	29. Class learning activities are ended with a review or something that sums up what was covered.	
	1 2 3 4 5	30. Students have a lot of influence on the physical atmosphere of the room (color of the walls, type of furnishings, etc.).	

1—This is not stressed in my school.
2—This is stressed, but no one mentions it. Everyone is used to to doing it this way, and the way things are organized, it's very difficult to do anything else.
3—The staff wants this but students don't. This is stressed by the staff of the school. They explain that this is how they want or expect things to be. Students tend to both disagree and resist.
4—The students want this but the staff doesn't. This is stressed by the students of the school. The way they act, or the way they explain things to other students shows that this is how they want or expect things to be. The staff tends to both disagree and resist.
5—Both students and staff want this. This is stressed by the staff and the students of the school. They agree this is how things should be.

			Comments
26	1 2 3 4 5	38. Students should obey the school's rules only if they have been convinced that they are for their own good.	
27	1 2 3 4 5	39. Students should obey the school's rules because the consequences of not doing so are severe.	
28	1 2 3 4 5	40. Evaluations of students ought to be based on absolute standards of performance.	
29	1 2 3 4 5	41. Once a student gets a grade in a course, he/she should have the chance to get it changed later by extra work.	
30	1 2 3 4 5	42. If an assignment has a definite time period, every student should have his/her work evaluated at the end of that time, regardless.	
31	1 2 3 4 5	43. Teachers should use the evaluations of their students' work in planning how to correct any problems students had.	
32	1 2 3 4 5	44. The only things worth learning are what the teacher gives grades on.	

PART D - DEGREE OF PUNISHMENT QUESTIONS

D-I

Below is a list of actions which some schools have rules against. For each action circle the response that best indicates what would happen to a student in your school if one were caught doing it. If your school has no rule against it, circle number 1.

Definitions:

Rule exists but no punishment is usual:	No one pays any attention to violations.
Warning:	Yelled at, warned what will happen if the action continues, told to stop. No long term consequences. The incident is over quickly and generally forgotten.
Restriction of priveleges:	Probation, detention after school, ineligibility for athletics, extra assignments, monetary fine, removal from class. Often counselor, vice-principal or principal involved.
Suspension:	Denied permission to attend school for several days. Need to be formally reinstated.
Expulsion:	Permanently denied permission to attend school.

1- No rule against this that I know of
2-Rule exists but no punishment is usual
3- Warning
4-Restriction of privileges
5- Suspension
6- Expulsion

							Comments
							1. Girls not wearing bras to school.
18	1	2	3	4	5	6	-Punishment for the first or occasional offenses
19	1	2	3	4	5	6	-Punishment for repeated offenses
							2. Skipping school:
20	1	2	3	4	5	6	-Punishment for the first or occasional offenses
21	1	2	3	4	5	6	-Punishment for repeated offenses

1—No rule against this that I know of
2—Rule exists but no punishment is usual
3—Warning
4—Restriction of privileges
5—Suspension
6—Expulsion

		Comments
		3. Fighting another student:
22	1 2 3 4 5 6	-Punishment for the first or occasional offenses
23	1 2 3 4 5 6	-Punishment for repeated offenses
		4. Stealing from the school:
24	1 2 3 4 5 6	-Punishment for the first or occasional offenses
25	1 2 3 4 5 6	-Punishment for repeated offenses
		5. Organizing students to protest something:
26	1 2 3 4 5 6	-Punishment for the first or occasional offenses
27	1 2 3 4 5 6	-Punishment for repeated offenses
		6. Bringing in a speaker to address some students (without first getting permission) who says things that some teachers or parents find objectional or offensive:
28	1 2 3 4 5 6	-Punishment for the first or occasional offenses
29	1 2 3 4 5 6	-Punishment for repeated offenses
		7. Leaving the school grounds during school hours:
30	1 2 3 4 5 6	-Punishment for the first or occasional offenses
31	1 2 3 4 5 6	-Punishment for repeated offenses
		8. Damaging school property:
32	1 2 3 4 5 6	-Punishment for the first or occasional offenses
33	1 2 3 4 5 6	-Punishment for repeated offenses

D-II

For each of the following actions circle the response that best indicates what would happen to a student in your class if one were caught doing it. Note the addition of response number 7.

1- No rule against this that I know of
2-Rule exists but no punishment is usual
3- Warning
4-Restriction of privileges
5- Suspension
6-Expulsion
7- Student's grade is lowered

								1. Arriving late to class:
34	1	2	3	4	5	6	7	-Punishment for the first or occasional offenses
35	1	2	3	4	5	6	7	-Punishment for repeated offenses
								2. Copying someone else's work:
36	1	2	3	4	5	6	7	-Punishment for the first or occasional offenses
37	1	2	3	4	5	6	7	-Punishment for repeated offenses
								3. Cheating on an exam:
38	1	2	3	4	5	6	7	-Punishment for the first or occasional offenses
39	1	2	3	4	5	6	7	-Punishment for repeated offenses
								4. Not turning in an assignment:
40	1	2	3	4	5	6	7	-Punishment for the first or occasional offenses
41	1	2	3	4	5	6	7	-Punishment for repeated offenses
								5. Talking back to the teacher:
42	1	2	3	4	5	6	7	-Punishment for first or occasional offenses
43	1	2	3	4	5	6	7	-Punishment for repeated offenses
								6. Objecting to a teacher's punishment of a student:
44	1	2	3	4	5	6	7	-Punishment for first or occasional offenses
45	1	2	3	4	5	6	7	-Punishment for repeated offenses

PART E - INFLUENCE ON THE RULES

For each category of rules below, circle the number which most closely represents the amount of influence students in your school or in your class have in making up the rules.

1- Students have a great deal of influence
2-Students have some influence
3- Students have very little, if any, influence

46	1 2 3	1. How much influence do students have in making the rules that they would get expelled for violating?
47	1 2 3	2. How much influence do students have in making the rules that they would get suspended for violating?
48	1 2 3	3. How much influence do students have in making the rules that they would be punished by a restriction of privileges for violating?
49	1 2 3	4. In this class how much influence do students have in making the rules that they would have their grade lowered for violating?

PART F - EQUITY OF ENFORCEMENT OF THE RULES

In the following questions we want to know how equally rules are enforced in your school. In each situation given below, indicate whether the circumstances would cause the penalty to be less, whether they would make no difference, or whether the penalty would be harsher. Circle one number for each situation.

1- The penalty would be less, lighter
2-It would make no difference
3- The penalty would be more, harsher

A student breaks a rule for which the usual penalty is expulsion. What difference, if any, would it make if the student:

Comments

50	1 2 3	1.	Is a girl
51	1 2 3	2.	Is non-white
52	1 2 3	3.	Gets good grades
53	1 2 3	4.	Is a leading athlete or cheerleader
54	1 2 3	5.	Is not widely known in school
55	1 2 3	6.	Is young
56	1 2 3	7.	Has parents who are wealthy or well-known in the community
57	1 2 3	8.	Is popular with other students
58	1 2 3	9.	Has older brothers or sisters who had a bad reputation in the school
59	1 2 3	10.	Has a reputation for causing teachers trouble

1- The penalty would be less, lighter
2-It would make no difference
3- The penalty would be more, harsher

A student breaks a rule for which the usual penalty is a restriction of privileges. What difference, if any, would it make if the student:

			Comments
60	1 2 3	1. Is a girl	
61	1 2 3	2. Is non-white	
62	1 2 3	3. Gets good grades	
63	1 2 3	4. Is a leading athlete or cheerleader	
64	1 2 3	5. Is not widely known in school	
65	1 2 3	6. Is young	
66	1 2 3	7. Has parents who are wealthy or well-known in the community	
67	1 2 3	8. Is popular with other students	
68	1 2 3	9. Has older brothers or sisters who had a bad reputation in the school	
69	1 2 3	10. Has a reputation for causing teachers trouble	

PART G - KNOWLEDGE AND CLARITY OF THE RULES

How clearly do you know what you could be punished for in your school or class? Circle one number for each type of rule.

1-Very Clear - I know exactly what the actions are that would cause this to happen to me
2- In Between - I know more or less what the actions are that would cause this to happen to me
3-Very Unclear - I'm unsure what the actions are that would cause this to happen to me

70	1 2 3	1. How clearly do you know what actions could cause you to be expelled?
71	1 2 3	2. How clearly do you know what actions could cause you to be suspended?
72	1 2 3	3. How clearly do you know what actions could cause you to be punished by a restriction of privileges?
73	1 2 3	4. How clearly do you know what actions could cause you to be warned?
74	1 2 3	5. How clearly do you know what actions in your class could cause you to have your grade lowered?

PART H - THE APPEAL PROCESS

In the following questions we want to know what a student can do if he/she has received a punishment and yet thinks he/she is innocent?

H-I. If a student has been expelled and yet thinks she/he is innocent

1. Can she/he appeal? (Check one)

75- 1. ☐ No (Skip to next page)
2. ☐ Don't know (Skip to next page)
3. ☐ Yes

2. If yes, to whom? (Check more than one, if appropriate)

76 ☐ School Board
77 ☐ Superintendent
78 ☐ Principal
79 ☐ Vice Principal
80 03 ☐ Counselors
1-2
11 DUP ☐ Teachers
3-10
12 ☐ Other Students
13 ☐ Others (Explain): ____________________

____

H-II. If a student has received a punishment of a restriction of privilege and yet thinks she/he is innocent

1. Can she/he appeal? (Check one)

14- 1. ☐ No (Skip to next page)

2. ☐ Don't know (Skip to next page)

3. ☐ Yes (Go on)

2. If yes, to whom? (Check more than one if appropriate)

15 ☐ School Board

16 ☐ Superintendent

17 ☐ Principal

18 ☐ Vice Principal

19 ☐ Counselors

20 ☐ Teachers

21 ☐ Other Students

22 ☐ Others (Explain): ______________________

____

In the following questions we want to know what a student can do if he/she has been accused of committing an act (violating a rule) that could lead to a punishment, and thinks he/she is innocent.

I-I. If a student is accused of committing an act (violating a rule) that could lead to suspension, and thinks she/he is innocent

1. Is there (or can the student request) a hearing? (Check one)

23- 1. ☐ No (Skip to next page)
2. ☐ Don't know (Skip to next page)
3. ☐ Yes (Go on)

2. If yes, who conducts the hearing? (Check more than one, if appropriate)

24 ☐ School Board
25 ☐ Superintendent
26 ☐ Prinicpal
27 ☐ Vice Principal
28 ☐ Counselors
29 ☐ Teachers
30 ☐ Other Students
31 ☐ Others (Explain): ____________________

____

I-II. If a student is accused of committing an act (violating a rule) that could lead to having his/her grade lowered, and thinks she/he is innocent

1. Is there (or can the student request) a hearing? (Check one)

32 - 1. ☐ No (Skip to next page)

2. ☐ Don't know (Skip to next page)

3. ☐ Yes (Go on)

2. If yes, who conducts the hearing? (Check more than one, if appropriate)

33 ☐ School Board

34 ☐ Superintendent

35 ☐ Principal

36 ☐ Vice Principal

37 ☐ Counselors

38 ☐ Teachers

39 ☐ Other Students

40 ☐ Others (Explain): ____________________

____

PART J - "EASY-DIFFICULT" QUESTIONS

J-I

Indicate how easy or difficult it is to do each of the following things in your school. Try not to be influenced by whether or not you personally would want to do these things. Just indicate how easy or difficult it would be if some student in your school wanted to. Circle one number for each question.

1—Very easy
2—Fairly easy
3—Fairly difficult
4—Very difficult or impossible
5—Don't know; to my knowledge no one has ever tried it

			Comments
41	1 2 3 4 5	1. Take a course even if you haven't had all of the prerequisites (the courses you are supposed to have had which lead up to it).	
42	1 2 3 4 5	2. Take a course by choice with students at least a grade younger than yourself.	
43	1 2 3 4 5	3. Take a course that your parents don't want you to take.	
44	1 2 3 4 5	4. Not have to take a course over again if you once fail it.	
45	1 2 3 4 5	5. Participate in some useful out-of-school work activity during school time and get credit for it.	
46	1 2 3 4 5	6. Repeat just the part of a course you had trouble with or need to improve in.	
47	1 2 3 4 5	7. Switch to a different course in the same subject if the course you're in now seems either too easy or too hard.	
48	1 2 3 4 5	8. Switch to a different subject once the course has started if the course seems uninteresting or inappropriate.	
49	1 2 3 4 5	9. Create a new course if enough students want it.	

PART K - GETTING INTO A COURSE

K-I Answer the following questions with respect to the course you are in right now.

1. How did you come to take this course? (check one)

Skip to Question 6
50-1. ☐ I don't know. I just found this on my schedule.
2. ☐ It was required.

Answer Question 2 then skip to 6
3. ☐ I wanted to take it; I selected it by myself.
4. ☐ I was advised to take it, and selected it for that reason.

5. ☐ I selected a different course, but I'm here anyway. (What else did you want to take?) ______________

If your response was either 1 or 2, skip to question 6.

If your response was either 3 or 4, answer question 2; then skip to question 6.

If your response was 5, skip to question 3.

---

2. If you selected this course, either because you wanted to or because you were advised to (responses 3 or 4 of question 1, which of the following is true?

51-1. ☐ It was open to anyone.
2. ☐ It was open to anyone who met the prerequisites, and I did, so I automatically got in when I applied.
3. ☐ I was selected from those who applied.
4. ☐ It required approval, which I got.

---

3. If you selected a different course but are here anyway (response 5, question 1), which of the following is true?

52-1. ☐ I couldn't schedule what I wanted.
2. ☐ I didn't meet prerequisites for the course I wanted.
3. ☐ The course was full by the time my name came up.
4. ☐ I was denied permission to take the course I wanted and this was left.
5. ☐ I was talked out of taking what I wanted.

---

4. If you were talked out of taking what you wanted (response 5, question 3), who talked you out of it?

53-1. ☐ Parents
2. ☐ Friends
3. ☐ Teacher
4. ☐ Counselor
5. ☐ Other (Explain): ______________________

5. If you were talked out of taking what you wanted (response 5, question 3), what argument was most convincing to you?

54-1. ☐ I would do poorly in the course
2. ☐ It wouldn't help me to be what I wanted to be.
3. ☐ None of my friends were taking it.
4. ☐ The teacher dislikes people like me.
5. ☐ People like me generally don't take courses like this.
6. ☐ Other (Explain): ______________________

---

6. If you didn't take this course at this time, when is it offered again?

55-1. ☐ Next quarter
2. ☐ Next semester
3. ☐ Next year
4. ☐ Never
5. ☐ Other (Explain): ______________________
____

7. Would you be able to take it then or at some later time if you didn't take it now?

56-1. ☐ Yes
2. ☐ No

K-II

Indicate how each of the following circumstances would have affected a student's chance of getting into this course. Circle one number for each circumstance.

Note: If the course you are in now is required, answer this question in terms of getting the particular teacher and level of difficulty of the course you are in.

1—This would have made it easier for the student to get in
2—This would have had no effect on whether the student got in
3—This would have made it harder for the student to get in

	1	2	3		Comments
57	1	2	3	1. If the student were a boy rather than a girl.	
58	1	2	3	2. If the student were non-white rather than white.	
59	1	2	3	3. If the student were one of the less intelligent students in the school, rather than one of the more intelligent.	
60	1	2	3	4. If the student's friends were well-regarded by the staff in the school, rather than not well-regarded.	
61	1	2	3	5. If the student had a more adult attitude about school, rather than a childish one.	
62	1	2	3	6. If the student's parents were wealthy, rather than poor.	

K-III

To what extent did each of the following persons or groups affect whether you got into this course? Circle one number for each item.

Note: If the course you are in now is required, to what extent did each of the following affect whether you got this teacher and level of difficulty of this course.

1 – One of these people (this person) made the decision
2 – One of these people (this person) had to approve
3 – One of these people (this person) gave me advice
4 – These people (this person) had no influence
5 – I don't know how much influence these people (this person) had

			Comments
63	1 2 3 4 5	1. Teacher	
64	1 2 3 4 5	2. Principal or Vice Principal	
65	1 2 3 4 5	3. School Board or Superintendent of Schools	
66	1 2 3 4 5	4. Guidance Counselors	
67	1 2 3 4 5	5. Psychologists or Physician	
68	1 2 3 4 5	6. Other Authorities Outside School	
69	1 2 3 4 5	7. Other Students	
70	1 2 3 4 5	8. Parents	

K-IV

Suppose you want to switch out of this course after the term is well underway. If you asked permission to switch out and gave each of the following reasons for switching, indicate for each one how easy it would be. Circle one number for each reason.

Note: If the course you are in now is required, answer this question in terms of switching to a different teacher or level of difficulty of the same course. If the course you are in now is not required, answer this question in terms of switching to an entirely different course.

1 - Very easy
2 - Fairly easy
3 - Fairly difficult
4 - Very difficult or impossible
5 - Don't know; to my knowledge no one has ever tried it

							Comments
71	1	2	3	4	5	1. Personality conflict with teacher.	
72	1	2	3	4	5	2. Failing or nearly failing course.	
73	1	2	3	4	5	3. Course too difficult.	
74	1	2	3	4	5	4. Dislike the subject.	
75	1	2	3	4	5	5. My friends are in another course.	
76	1	2	3	4	5	6. Another course would better prepare me for the type of occupation I eventually want to have.	

PART L - WHAT IS GRADED

Indicate how important each of the following is in determining the final evaluation (grade) you receive in this course. Circle one number for each aspect.

Note: If you do not know how important these are for the entire course, answer the questions with respect to the unit of the course just completed.

1 — Very important
2 — Some importance
3 — Little or no importance
4 — Don't know

			Comments
77	1 2 3 4	1. Quality of your written classwork	
78	1 2 3 4	2. Grades on teacher-made tests.	
79	1 2 3 4	3. Quality of your oral participation. For example: answers to teacher questions, taking part in discussions, making speeches.	
80	1 2 3 4	4. Past record in school work	
04 1-2 DUP 3-10			
11	1 2 3 4	5. Willingness to help others	

(Check one)

12 — 1. ☐ I answered this question with respect to the entire course.

2. ☐ I answered this question with respect to the unit of the course we just completed.

PART M - DETERMINING A GRADE

M-I

Indicate how often each of the following happens in this course. Circle one number for each statement.

1 Happens often
2 Happens sometimes
3 Happens rarely
4 Never has happened

			Comments
13	1 2 3 4	1. Does your teacher ever ask you to evaluate your own work?	
14	1 2 3 4	2. Are you ever asked to evaluate the work of other students?	
15	1 2 3 4	3. Does the teacher ever have you take a school-wide test as part of the evaluation?	
16	1 2 3 4	4. Does the principal ever evaluate your work?	

M-II

If each of the following happens, indicate how important it is in determining your final grade in the course.

1 — This never has happened
2 — This happens and has great importance--the teacher gives it just as much or more consideration than if he/she had done the evaluation
3 — This happens and has some importance--the teacher does take it into account
4 — This happens, but has little or no importance--the teacher hardly even considers it
5 — This happens, but I don't know how important it is

Comments

17	1 2 3 4 5	1. Does your teacher ever ask other students in the class to evaluate your work?
18	1 2 3 4 5	2. Does your teacher ever ask someone outside the class to evaluate your work?
[illegible]	1 2 3 4 5	3. Does the teacher ever have you take a department-wide test as part of the evaluation of your work in the course?

PART N - COMMUNICATING AND RECORDING AN EVALUATION

N-I How often does the teacher of this course use each of the following to tell you his/her evaluation of your work? Circle one number for each statement.

1 – Happens often
2 – Happens sometimes
3 – Happens rarely
4 – Never has happened

						Comments
20	1	2	3	4	1. Grades written on work.	
21	1	2	3	4	2. Written comments/notes.	
22	1	2	3	4	3. Individual conferences, in private	
23	1	2	3	4	4. Comments to the whole class (recognition or criticism).	
24	1	2	3	4	5. Posting of grades/rank in class.	
25	1	2	3	4	6. Other (Explain): ____________________	

N-II Does your performance in this course get permanently recorded? (Check one)

Comments

26 -1. ☐ Yes. There is a permanent record, kept by the school.

2. ☐ No. There is no permanent record, only my copy of any evaluation.

N-III

How is your overall evaluation (grade) for the course determined from all the information that the teacher has available?

Note: If you do now know how the decision will be made for the entire course, answer the questions with respect to the unit of the course just completed.

Comments

Who decides and in what way? (Check one)

27-1. ☐ The teacher decides
2. ☐ The teacher uses a formula and standards to decide.
3. ☐ I use a formula and standards to decide.
4. ☐ I just decide.

If a formula and standards are used, when are they determined? (Check one)

28-1. ☐ The formula and standards are made up after all the information is in (at the end of the course).
2. ☐ The formula and standards are established at the beginning of the course.

(Check one)

29-1. ☐ I answered this question with respect to the entire course.
2. ☐ I answered this question with respect to the unit of the course we just completed.

N-IV In each of the following questions, check the one response which is most like this course.

Comments

How many different sets of activities are available as alternative ways to get the same grade, or get credit for a unit of work? (Check one)

30- 1. ☐ Usually there is only one set of activities (No alternatives. Everyone must do the same things).

2. ☐ Usually there is more than one set of activities (there are alternatives; there is some choice).

Comments

What is the relationship between the teacher and student in the decision about your overall evaluation (grade)? (Check one)

31- 1. ☐ The teacher makes a final decision without consulting the student

2. ☐ The teacher makes a tentative decision and discusses it with the student before making it final.

3. ☐ The student makes a tentative decision and discusses it with the teacher. The teacher then makes final what they agree on.

4. ☐ The student makes the final decision without consulting the teacher.

Comments

Who decides the amount and quality of work that has to be done to get a particular grade, or credit for a unit of work? (Check one)

32- 1. ☐ Usually the teacher decides.

2. ☐ Usually the teacher discusses it with each student. Each student's contract may be different.

3. ☐ Usually it is decided outside the class. The teacher has very little power to decide anything, or to change what has been decided.

4. ☐ The students decide.

PART O - CLASSROOM BEHAVIOR

O-I

Different teachers like different things to happen in their classrooms. We want to know how this teacher feels about each of the following kinds of activities taking place in this class. For each statement below, circle the number which is most like the way things are in this class.

1 Required (The teacher requires it)
2 Encouraged but not required (The teacher wants you to do it)
3 Permitted but not encouraged (Doesn't matter one way or the other to the teacher)
4 Permitted but discouraged (The teacher doesn't like it)
5 Not permitted
6 Does not apply to this course

			Comments
33	1 2 3 4 5 6	1. Students offering an opinion of course material that differs from the teacher's.	
34	1 2 3 4 5 6	2. Students raising questions about the way the teacher assigns grades.	
35	1 2 3 4 5 6	3. Students raising questions about the teacher's rules for class behavior.	
36	1 2 3 4 5 6	4. Students raising questions about the way the topic is being taught.	
37	1 2 3 4 5 6	5. Students giving presentations or demonstrations to the class.	
38	1 2 3 4 5 6	6. Students writing reports about topics that personally interest them.	
39	1 2 3 4 5 6	7. Students learning more about a topic they're studying by using resources outside the school.	
40	1 2 3 4 5 6	8. Students playing games which involve taking the part of other people or characters.	

-II

How often does the work in this course require that you do each of the following things? Circle one number for each question.

1 Often required
2 Sometimes required
3 Rarely required
4 Never has been required

						Comments
41	1	2	3	4	01. Restate the content of a given item or idea in a different way (e.g., water = H_2O).	
42	1	2	3	4	02. Apply skills or ideas learned in one situation to a similar but different situation (for example, applying the principles of the decimal system to counting money).	
43	1	2	3	4	03. Pull together a variety of facts or ideas into a new way of viewing their relationship to each other.	
44	1	2	3	4	04. Demonstrate an awareness of and sensitivity towards the world around you and man's past achievement.	
45	1	2	3	4	05. Do things well in front of others.	

PART P - PERCENT OF TIME IN VARIOUS ACTIVITIES

P-I

In ten (10) ordinary meetings of this course (a two-week period for a course that meets every day), approximately what percentage of class time is spent in each of the following activities or settings Circle one number for each activity or setting.

1 Less than 10% of the time (less than one class period every two weeks, for a course that meets daily)

2 Between 10% and 25% of the time (one or two class periods out of ten; or 10-25% of every class period)

3 Between 25% and 50% of the time (three to five class periods out of ten; or 25-50% of every class period

4 Between 50% and 75% of the time (five to eight class periods out of ten; or 50-75% of average class period

5 More than 75% of the time (nearly every class period, or nearly all of each class period)

							Comments
46	1	2	3	4	5	1. Student-led instruction (e.g., listening to reports; a student acting as teacher).	
47	1	2	3	4	5	2. Teacher-led instruction (e.g., lectures) total-class discussion).	
48	1	2	3	4	5	3. Outsider-led instruction (e.g., talk by someone from the Chamber of Commerce, League of Women Voters, etc.).	
49	1	2	3	4	5	4. Working individually.	
50	1	2	3	4	5	5. Working in small groups, four to ten.	

P-II Think of the amount of time you have spent over the last two weeks in out-of-class work for this class (doing assignments, homework). Include the time spent in study halls doing work for this class.

What is the approximate total number of hours you spent? Place the number in the box below.

51-52 hours

Approximately what percentage of this time did you spend on each of the following activities? Circle one number for each type of activity.

1 Less than 10% of the time
2 Between 10% and 25% of the time
3 Between 25% and 50% of the time
4 Between 50% and 75% of the time
5 More than 75% of the time

							Comments
53	1	2	3	4	5	1. Reading (e.g., books, materials, newspapers, magazines).	
54	1	2	3	4	5	2. Watching/visiting (e.g., watching assigned TV program, going to an exhibit, visiting a place of work)	
55	1	2	3	4	5	3. Practicing (e.g., preparing for a speech the next day by practicing it).	
56	1	2	3	4	5	4. Making something (e.g., an exhibit, a poster, etc.).	

What is the approximate total number of hours you should have spent to do a really good job on the out-of-class work? Place the number in the box below.

57-58 hours

PART Q - SOCIALIZATION

For each of the following statements, circle the one number which is most like the way things are in your school. Remember to answer with respect to your school. DO NOT just give your personal opinion of the statement.

1—This is not stressed in my school.

2—This is stressed, but no one mentions it. Everyone is used to to doing it this way, and the way things are organized, it's very difficult to do anything else.

3—The staff wants this but students don't. This is stressed by the staff of the school. They explain that this is how they want or expect things to be. Students tend to both disagree and resist.

4—The students want this but the staff doesn't. This is stressed by the students of the school. The way they act, or the way they explain things to other students shows that this is how they want or expect things to be. The staff tends to both disagree and resist.

5—Both students and staff want this. This is stressed by the staff and the students of the school. They agree this is now things should be.

			Comments
59	1 2 3 4 5	1.	School rules should spell out exactly what a student is expected not to do.
60	1 2 3 4 5	2.	The school rules should be limited to those which are necessary to help students.
61	1 2 3 4 5	3.	A student should help other students who are having trouble in a course.
62	1 2 3 4 5	4.	Students should decide what courses they want to take and when to take them.
63	1 2 3 4 5	5.	Students should be considered innocent of breaking a rule until proven guilty.
64	1 2 3 4 5	6.	Students ought to obey any rule made up by school officials.
65	1 2 3 4 5	7.	Once a student begins a course, he/she should stick to it and not try to switch to another course.
66	1 2 3 4 5	8.	Teachers should be able to discipline students and not have their decisions questioned.

1 – This is not stressed in my school.

2 – This is stressed, but no one mentions it. Everyone is used to to doing it this way, and the way things are organized, it's very difficult to do anything else.

3 – The staff wants this but students don't. This is stressed by the staff of the school. They explain that this is how they want or expect things to be. Students tend to both disagree and resist.

4 – The students want this but the staff doesn't. This is stressed by the students of the school. The way they act, or the way they explain things to other students shows that this is how they want or expect things to be. The staff tends to both disagree and resist.

5 – Both students and staff want this. This is stressed by the staff and the students of the school. They agree this is now things should be.

							Comments
67	1	2	3	4	5	9.	Students should be able to help decide which courses are to be offered.
68	1	2	3	4	5	10.	Students ought to be able to switch teachers or classes (within the same course)
69	1	2	3	4	5	11.	Students should be able to appeal any punishment if they think they are innocent.
70	1	2	3	4	5	12.	Students ought to indicate what courses they want to take, but the final decision should be made by the school staff.
71	1	2	3	4	5	13.	Students ought to obey only those rules they helped make
72	1	2	3	4	5	14.	Students ought to take the courses their teachers or counselors tell them to take.
73	1	2	3	4	5	15.	Students ought to be able to switch out of a course before it is over if they have a good reason.
74	1	2	3	4	5	16.	Students ought to be consulted about all school rules before they become official.

1 — This is not stressed in my school.

2 — This is stressed, but no one mentions it. Everyone is used to to doing it this way, and the way things are organized, it's very difficult to do anything else.

3 — The staff wants this but students don't. This is stressed by the staff of the school. They explain that this is how they want or expect things to be. Students tend to both disagree and resist.

4 — The students want this but the staff doesn't. This is stressed by the students of the school. The way they act, or the way they explain things to other students shows that this is how they want or expect things to be. The staff tends to both disagree and resist.

5 — Both students and staff want this. This is stressed by the staff and the students of the school. They agree this is how things should be.

Comments

75 1 2 3 4 5 17. The final grade a student receives in a course should be based only on his/her test scores.

76 1 2 3 4 5 18. If more students sign up for a course than can be handled, those with better grades should get preference.

77 1 2 3 4 5 19. Students should not be expected to have enough self-discipline to obey the rules all by themselves.

78 1 2 3 4 5 20. Students who break a rule should have their punishments adjusted if their case has special circumstances.

79 1 2 3 4 5 21. If more students sign up for a course than can be handled, the selection of students to be in the course should be done at random.

80 1 2 3 4 5 22. If more students sign up for a course than can be handled, new sections of the course should be created to handle the demand.

05
1-2
DUP
3-10

11 1 2 3 4 5 23. Teachers should explain how they determined the grades for the students in a course.

1—This is not stressed in my school.

2—This is stressed, but no one mentions it. Everyone is used to to doing it this way, and the way things are organized, it's very difficult to do anything else.

3—The staff wants this but students don't. This is stressed by the staff of the school. They explain that this is how they want or expect things to be. Students tend to both disagree and resist.

4—The students want this but the staff doesn't. This is stressed by the students of the school. The way they act, or the way they explain things to other students shows that this is how they want or expect things to be. The staff tends to both disagree and resist.

5—Both students and staff want this. This is stressed by the staff and the students of the school. They agree this is how things should be.

Comments

12	1	2	3	4	5	24.	Teachers ought to spend their time teaching the subject and not get all involved with students' learning problems.
13	1	2	3	4	5	25.	The final grade a student receives should be based on how well he/she does in comparison to the other students in the class.
14	1	2	3	4	5	26.	Teachers ought to grade students on whatever basis they wish.
15	1	2	3	4	5	27.	Teachers ought to be alert to problems students are having learning the material and find ways to help them.
16	1	2	3	4	5	28.	A student should accept a punishment, even if he/she is innocent.
17	1	2	3	4	5	29.	A student should not do something just because the teacher wants him/her to.
18	1	2	3	4	5	30.	Students ought to offer an interpretation of the material that is different from the teachers if they really believe theirs is a good one.

1—This is not stressed in my school.

2—This is stressed, but no one mentions it. Everyone is used to to doing it this way, and the way things are organized, it's very difficult to do anything else.

3—The staff wants this but students don't. This is stressed by the staff of the school. They explain that this is how they want or expect things to be. Students tend to both disagree and resist.

4—The students want this but the staff doesn't. This is stressed by the students of the school. The way they act, or the way they explain things to other students shows that this is how they want or expect things to be. The staff tends to both disagree and resist.

5—Both students and staff want this. This is stressed by the staff and the students of the school. They agree this is how things should be.

Comments

19	1 2 3 4 5	31. A student should be graded on his/her overall qualities as a person, not just on how well he/she does school work.
20	1 2 3 4 5	32. A student should refuse to accept a punishment and appeal his/her case if he/she thinks he/she is innocent.
21	1 2 3 4 5	33. Students should ask permission to do things even though they know it's O.K. and will be allowed.
22	1 2 3 4 5	34. Teachers should be able to limit the students who can take their course to those who have the highest ability.
23	1 2 3 4 5	35. Teachers should be able to limit the students who can take their course to those who have the best grades in other courses.
24	1 2 3 4 5	36. Teachers should be able to limit the students who can take their course to those who have taken certain prerequisite courses.
25	1 2 3 4 5	37. The school should recognize and encourage excellence in any activity.

1—This is not stressed in my school.

2—This is stressed, but no one mentions it. Everyone is used to to doing it this way, and the way things are organized, it's very difficult to do anything else.

3—The staff wants this but students don't. This is stressed by the staff of the school. They explain that this is how they want or expect things to be. Students tend to both disagree and resist.

4—The students want this but the staff doesn't. This is stressed by the students of the school. The way they act, or the way they explain things to other students shows that this is how they want or expect things to be. The staff tends to both disagree and resist.

5—Both students and staff want this. This is stressed by the staff and the students of the school. They agree this is how things should be.

		Comments
26	1 2 3 4 5	38. Students should obey the school's rules only if they have been convinced that they are for their own good.
27	1 2 3 4 5	39. Students should obey the school's rules because the consequences of not doing so are severe.
28	1 2 3 4 5	40. Evaluations of students ought to be based on absolute standards of performance.
29	1 2 3 4 5	41. Once a student gets a grade in a course, he/she should have the chance to get it changed later by extra work.
30	1 2 3 4 5	42. If an assignment has a definite time period, every student should have his/her work evaluated at the end of that time, regardless.
31	1 2 3 4 5	43. Teachers should use the evaluations of their students' work in planning how to correct any problems students had.
32	1 2 3 4 5	44. The only things worth learning are what the teacher gives grades on.

FORM B
DRAFT: 1/15/75

Form Approved
OMB No. 51-S75001

PATTERNS OF SCHOOL FUNCTIONING

GENERAL INSTRUCTIONS

In this questionnaire we are concerned with how things are done in your school. Some of the questions refer to the school as a whole. Some refer to a particular class. If a question refers to a particular class, answer with reference to the class you are in now (unless you have received other instructions).

In answering the questions think of your overall experience in this school or class. Try to be fair. Try not to be overly influenced by one particularly good experience, or one bad one.

Your responses will be strictly confidential. Your name will not be associated in any identifiable way with your specific ratings.

After each question space has been provided for you to elaborate, explain, or qualify your responses as fully as you wish.

Jerry L. Fletcher
Northwest Regional Educational Laboratory
710 S. W. Second Avenue
Portland, Oregon 97204

PART A - QUESTIONNAIRE IDENTIFICATION

21
1-2

Code Number

1. Name of your school ________________ ☐ ☐ ☐ (3) (4) (5)

2. Your code number ☐ ☐ ☐ ☐ ☐ (6) (7) (8) (9) (10)

3. Your course code number ☐ ☐ ☐ (11) (12) (13)

4. Your teacher's code number ☐ ☐ ☐ (14) (15) (16)

5. Date ☐ month (17-18) ☐ day (19-20) ☐ year (21-22)

PART B - PERSONAL INFORMATION

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7. What grade are you in in school? (check one)

Comments

23-1. ☐ Grade nine (9)
2. ☐ Grade ten (10)
3. ☐ Grade eleven (11)
4. ☐ Grade twelve (12)

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8. How many years have you been in this school?
This is my (check one)

24-1. ☐ First year — **Comments**
2. ☐ Second year
3. ☐ Third year
4. ☐ Fourth year
5. ☐ More than fourth year

9. How old are you today? (check one)

25-1. ☐ 13
2. ☐ 14
3. ☐ 15
4. ☐ 16
5. ☐ 17
6. ☐ 18
7. ☐ 19
8. ☐ Older than 19

10. Your sex: (check one)

26-1. ☐ Male
2. ☐ Female

11. Cultural background: (check one)

Comments

27-1. ☐ Caucasian-American

2. ☐ Afro-American

3. ☐ Spanish American

4. ☐ Native American

5. ☐ Asian American

6. ☐ Other (specify) ____________________

7. ☐ Don't Know

12. Generally, which language is spoken at home most of the time? (check one)

Comments

28-1. ☐ English

2. ☐ Spanish

3. ☐ French

4. ☐ A Native American language

5. ☐ Chinese

6. ☐ Japanese

7. ☐ Other (specify) ____________________

13. Highest level of education of parents.
Check the highest level achieved for each parent.

Mother		Father			Comments
29-1.	☐	30-1.	☐	Attended graduate or professional school	
2.	☐	2.	☐	Graduated from 4-year college	
3.	☐	3.	☐	Some college (including community college, but less than 4 years)	
4.	☐	4.	☐	Technical, vocational or business school after high school	
5.	☐	5.	☐	Graduated from high school	
6.	☐	6.	☐	Some junior high or high school, but did not graduate from high school	
7.	☐	7.	☐	Completed grade school	
8.	☐	8.	☐	None or some grade	
9.	☐	9.	☐	Don't know	

Answer the following with respect to your natural parents.

14. Are your natural parents (check one)

31-1. ☐ Separated
2. ☐ Divorced
3. ☐ Neither of the above

15. If you checked 2 above, have either of your natural parents remarried? (check one)

32-1. ☐ No
2. ☐ Father has remarried
3. ☐ Mother has remarried
4. ☐ Both have remarried

16. Are either of your natural parents deceased? (check one)

33-1. ☐ No
2. ☐ Father deceased
3. ☐ Mother deceased
4. ☐ Both deceased

Answer the following questions with respect to your parents or present legal guardians:

17. What are your parents' (guardians') present primary occupations? Check one for each parent (guardian)

	Mother		Father		Comments
34-35-01.	☐	36-37-01.	☐	Unemployed	
02.	☐	02.	☐	Homemaker/Volunteer	
03.	☐	03.	☐	Self-employed	
04.	☐	04.	☐	Manager or executive	
05.	☐	05.	☐	Professional (doctor, lawyer, etc.)	
06.	☐	06.	☐	Artist	
07.	☐	07.	☐	Politician	
08.	☐	08.	☐	Clerical	
09.	☐	09.	☐	Tradesman (member of union)	
10.	☐	10.	☐	Salesman/Saleswoman	
11.	☐	11.	☐	Factory worker	
12.	☐	12.	☐	Laborer	
13.	☐	13.	☐	Public Service Employee	
14.	☐	14.	☐	Farm worker	
15.	☐	15.	☐	Restaurant worker	
16.	☐	16.	☐	Other (specify)	

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18. How much unemployment, if any, have your parents (or guardians) experienced over the past 2 or 3 years? (Check one for each parent/guardian).

Mother		Father		Comments
38-1.	☐	39-1.	☐	Not applicable; not looking for work
2.	☐	2.	☐	None at all; employed continually
3.	☐	3.	☐	Once or twice for short periods
4.	☐	4.	☐	Frequently for short periods
5.	☐	5.	☐	For long period of time
6.	☐	6.	☐	Most of the time

---

19. What was your approximate total family income before taxes last year? (Include both parents (or guardians) and any brothers or sisters living at home who worked) Check one.

If you know, place your check in this column		If you're not sure, check your best guess in this column			Check here if you really don't know well enough to even make a good guess	
40-41-01.	☐	08.	☐	$4,999 or less	15.	☐
02.	☐	09.	☐	$5,000 - $10,999		
03.	☐	10.	☐	$11,000 - $14,999		
04.	☐	11.	☐	$15,000 - $20,999		
05.	☐	12.	☐	$21,000 - $24,999		
06.	☐	13.	☐	$25,000 - $29,999		
07.	☐	14.	☐	$30,000+		

	1	2	3	4	5	6	7 or more	
20. (42)	☐	☐	☐	☐	☐	☐	☐	Number of children in your family (including yourself) living at home

	1	2	3	4	5	6	7 or more	
21. (43)	☐	☐	☐	☐	☐	☐	☐	Number of persons in your family (including parents and yourself) living at home

	0	1	2	3	4	5	6 or more	
22. (44)	☐	☐	☐	☐	☐	☐	☐	Total number of persons living in household who are not part of your family (neither parents nor brothers and sisters

---

23. What have your grades generally been in your last two years of school? (Check one)

Comments

45-1. ☐ A's
2. ☐ A's and B's
3. ☐ B's
4. ☐ B's and C's
5. ☐ C's
6. ☐ C's and D's
7. ☐ D's
8. ☐ D's and F's
9. ☐ F's

24. What are your present plans with respect to your future education? (Check one)

Comments

46-1. ☐ I plan to quit soon
2. ☐ I plan to finish high school only
3. ☐ I plan to take some post-high school training (technical school, vocational school); not college
4. ☐ I plan to take some college (including community or junior college) but less than four years
5. ☐ I plan to get a college degree
6. ☐ I plan to get more than a college degree (graduate school or professional school)

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25. What was your attitude last year about going to college? (Check only one)

Comments

47-1. ☐ Last year I didn't want to go
2. ☐ Last year I was uncertain whether I wanted to go
3. ☐ Last year I wanted to go

26. How has your attitude about going to college changed in the past year? (Check only one)

Comments

48-1. ☐ No change (still the same as above)
2. ☐ This year I am more certain I don't want to go
3. ☐ This year I am more certain I do want to go

PART C -"TRUE--NOT TRUE" QUESTIONS

C-I

For each of the following statements, rate how true it is in your school. Circle one number for each statement.

1- Definitely true
2-Tends to be true
3- Tends not to be true
4- Definitely not true
5-Don't know

							Comments
49	1	2	3	4	5	1. Once you've gotten into trouble, people will always suspect you when anything goes wrong.	
50	1	2	3	4	5	2. Most teachers seem to think students are always up to something, so they just wait for someone to do something wrong.	
51	1	2	3	4	5	3. There don't seem to be many rules in this school.	
52	1	2	3	4	5	4. Most of the rules around here actually help us learn.	
53	1	2	3	4	5	5. Most of the time, I never know there's a rule against something until I get caught.	
54	1	2	3	4	5	6. Teachers expect student leaders to be examples, and are much harder on them if they do anything wrong.	
55	1	2	3	4	5	7. Most of the rules here are very general and vague.	
56	1	2	3	4	5	8. It is very important to most teachers in this school that students act and look right.	
57	1	2	3	4	5	9. Students are expected to report other students, if they see them violating school rules.	

C-II For each of the following statements, rate how true it is in this class. Circle one number for each statement.

1- Definitely true
2-Tends to be true
3- Tends not to be true
4-Definitely not true
5- Don't know

							Comments
58	1	2	3	4	5	1. The teacher makes us do things which are of more interest to him/her than to the class.	
59	1	2	3	4	5	2. The teacher can make the class do what she/he wants. Anyone who doesn't go along will get punished.	
60	1	2	3	4	5	3. The teacher can be trusted to do things that will help students rather than harm them.	
61	1	2	3	4	5	4. When the teacher wants us to do something, she/he permits the class to consider different ways of doing what she/he wants, or doing other things instead.	
62	1	2	3	4	5	5. The teachers' standards for evaluating work are seldom known by students in advance.	
63	1	2	3	4	5	6. If the teacher's evaluation of a student's work is positive (deserving recognition) the teacher usually lets it be known publicly.	
64	1	2	3	4	5	7. If I do better than most other students, I get a high grade. If I do worse than most other students, I get a low grade, regardless of what my actual level of accomplishment has been.	
65	1	2	3	4	5	8. The evaluations I receive in this course are usually helpful; I learn from them how to improve my work.	

(Question continued on next page)

1- Definitely true
2-Tends to be true
3- Tends not to be true
4-Definitely not true
5- Don't know

								Comments
66	1	2	3	4	5	9.	We all receive the same grade, so how well I do depends on how well others in the class do.	
67	1	2	3	4	5	10.	Every task we get has to be done within a specified amount of time.	
68	1	2	3	4	5	11.	If a student feels he/she needs it, he/she can usually get additional time to do any piece of work before he/she has to turn it in to get evaluated.	
69	1	2	3	4	5	12.	The teacher does not alter a grade because of a student's attitude. Students are graded on performance.	
70	1	2	3	4	5	13.	The level of a student's performance is used by the teacher to show the student ways he/she can do better.	
71	1	2	3	4	5	14.	The teacher seems to expect all or most students to achieve similar levels of performance, but within flexible time periods, some taking longer than others.	
72	1	2	3	4	5	15.	The teacher always determines at which level we already can perform on a standard before beginning a new unit of instruction.	
73	1	2	3	4	5	16.	A student's progress toward the goals for student learning is always evaluated after instruction.	
74	1	2	3	4	5	17.	The teacher rarely encourages and supports the slower students in their efforts to learn.	
75	1	2	3	4	5	18.	The teacher rarely shows concern about students' personal problems.	
76	1	2	3	4	5	19.	The teacher is unenthusiastic about what he/she is teaching.	

(Question continued on next page)

1- Definitely true
2-Tends to be true
3- Tends not to be true
4- Definitely not true
5-Don't know

Comments

77	1	2	3	4	5	20.	The teacher brings in his/her own experiences with the subject matter while teaching.
78	1	2	3	4	5	21.	The teacher usually disciplines me when I need to be disciplined.
79	1	2	3	4	5	22.	The teacher is usually fair to me.
80	1	2	3	4	5	23.	The teacher rarely pays attention to my ideas and opinions.
22 1-2 DUP 3-10							
11	1	2	3	4	5	24.	The teacher rarely tries to find out how I feel about things.
12	1	2	3	4	5	25.	Students have little influence over what subject matter the course will cover.
13	1	2	3	4	5	26.	A variety of learning activities are provided within any class period so different students are doing different things at the same time.
14	1	2	3	4	5	27.	Students have little choice as to when, where, and how learning activities may be pursued.
15	1	2	3	4	5	28.	Class activities and assignments are explained clearly.
16	1	2	3	4	5	29.	The materials and learning activities used in this course rarely hold my attention.
17	1	2	3	4	5	30.	The teacher expects me to do only a certain quality work, and teaches me accordingly.

PART D - DEGREE OF PUNISHMENT QUESTIONS

D-I

Below is a list of actions which some schools have rules against. For each action circle the response that best indicates what would happen to a student in your school if one were caught doing it. If your school has no rule against it, circle number 1.

Definitions:

Rule exists but no punishment is usual:	No one pays any attention to violations.
Warning:	Yelled at, warned what will happen if the action continues, told to stop. No long term consequences. The incident is over quickly and generally forgotten.
Restriction of privileges:	Probation, detention after school, ineligibility for athletics, extra assignments, monetary fine, removal from class. Often counselor, vice-principal or principal involved.
Suspension:	Denied permission to attend school for several days. Need to be formally reinstated.
Expulsion:	Permanently denied permission to attend school.

1-No rule against this that I know of
2-Rule exists but no punishment is usual
3-Warning
4-Restriction of privileges
5-Suspension
6-Expulsion

							Comments
							1. Boys wearing shoulder length hair:
18	1	2	3	4	5	6	-Punishment for the first or occasional offenses
19	1	2	3	4	5	6	-Punishment for repeated offenses
							2. Smoking cigarettes (outside any designated smoking area):
20	1	2	3	4	5	6	-Punishment for the first or occasional offenses
21	1	2	3	4	5	6	-Punishment for repeated offenses

(Question continued on next page)

1- No rule against this that I know of
2-Rule exists but no punishment is usual
3- Warning
4- Restriction of privileges
5- Suspension
6- Expulsion

Comments

							3. Taking something from another student either by theft or pressure:
22	1	2	3	4	5	6	-Punishment for first or occasional offenses
23	1	2	3	4	5	6	-Punishment for repeated offenses
							4. Striking/fighting with a teacher:
24	1	2	3	4	5	6	-Punishment for the first or occasional offenses
25	1	2	3	4	5	6	-Punishment for repeated offenses
							5. Refusing to salute the flag:
26	1	2	3	4	5	6	-Punishment for the first or occasional offenses
27	1	2	3	4	5	6	-Punishment for repeated offenses
							6. Being in the hall during class time:
28	1	2	3	4	5	6	-Punishment for the first or occasional offenses
29	1	2	3	4	5	6	-Punishment for repeated offenses
							7. Being high on drugs:
30	1	2	3	4	5	6	-Punishment for the first or occasional offenses
31	1	2	3	4	5	6	-Punishment for repeated offenses
							8. Distributing written material critical of the school:
32	1	2	3	4	5	6	-Punishment for the first or occasional offenses
33	1	2	3	4	5	6	-Punishment for repeated offenses

D-II

For each of the following actions circle the response that best indicates what would happen to a student in your class if one were caught doing it. Note the addition of response number 7.

1- No rule against this that I know of
2-Rule exists but no punishment is usual
3-Warning
4-Restriction of priveleges
5-Suspension
6-Expulsion
7- Student's grade is lowered

								Comments
34	1	2	3	4	5	6	7	1. Arriving late to class: -Punishment for the first or occasional offenses
35	1	2	3	4	5	6	7	-Punishment for repeated offenses
36	1	2	3	4	5	6	7	2. Copying someone else's work: -Punishment for first or occasional offenses
37	1	2	3	4	5	6	7	-Punishment for repeated offenses
38	1	2	3	4	5	6	7	3. Cheating on an exam: -Punishment for first or occasional offenses
39	1	2	3	4	5	6	7	-Punishment for repeated offenses
40	1	2	3	4	5	6	7	4. Not turning in an assignment: -Punishment for the first or occasional offenses
41	1	2	3	4	5	6	7	-Punishment for repeated offenses
42	1	2	3	4	5	6	7	5. Talking back to the teacher: -Punishment for the first or occasional offenses
43	1	2	3	4	5	6	7	-Punishment for repeated offenses
44	1	2	3	4	5	6	7	6. Objecting to a teacher's punishment of a student: -Punishment for first or occasional offenses
45	1	2	3	4	5	6	7	-Punishment for repeated offenses

PART E - INFLUENCE ON THE RULES

For each category of rules below, circle the number which most closely represents the amount of influence students in your school or in your class have in making up the rules.

1- Students have a great deal of influence
2-Students have some influence
3- Students have very little, if any, influence

46	1	2	3	1. How much influence do students have in making the rules that they would get expelled for violating?
47	1	2	3	2. How much influence do students have in making the rules that they would get suspended for violating?
48	1	2	3	3. How much influence do students have in making the rules that they would be punished by a restriction of privileges for violating?
49	1	2	3	4. In this class how much influence do students have in making the rules that they would have their grade lowered for violating?

PART F - EQUITY OF ENFORCEMENT OF THE RULES

In the following questions we want to know how equally rules are enforced in your school. In each situation given below, indicate whether the circumstances would cause the penalty to be less, whether they would make no difference, or whether the penalty would be harsher. Circle one number for each situation.

1- The penalty would be less, lighter
2-It would make no difference
3- The penalty would be more, harsher

A student breaks a rule for which the usual penalty is suspension. What difference, if any, would it make if the student:

50	1	2	3	1.	Is a girl
51	1	2	3	2.	Is non-white
52	1	2	3	3.	Gets good grades
53	1	2	3	4.	Is a leading athlete or cheerleader
54	1	2	3	5.	Is not widely known in school
55	1	2	3	6.	Is young
56	1	2	3	7.	Has parents who are wealthy or well-known in the community
57	1	2	3	8.	Is popular with other students
58	1	2	3	9.	Has older brothers or sisters who had a bad reputation in the school
59	1	2	3	10.	Has a reputation for causing teachers trouble

In the following question we want to know how equally rules are enforced in your class. In each situation given below, indicate whether the circumstances would cause the penalty to be less, whether they would make no difference, or whether the penalty would be harsher. Circle one number for each situation.

1- The penalty would be less, lighter
2-It would make no difference
3- The penalty would be more, harsher

A student breaks a rule for which the usual penalty in your class is to have his/her grade lowered. What difference, if any, would it make if the student:

						Comments
60	1	2	3	1.	Is a girl	
61	1	2	3	2.	Is non-white	
62	1	2	3	3.	Gets good grades	
63	1	2	3	4.	Is a leading athlete or cheerleader	
64	1	2	3	5.	Is not widely known in school	
65	1	2	3	6.	Is young	
66	1	2	3	7.	Has parents who are wealthy or well-known in the community	
67	1	2	3	8.	Is popular with other students	
68	1	2	3	9.	Has older brothers or sisters who had a bad reputation in the school	
69	1	2	3	10.	Has a reputation for causing teachers trouble	

PART G - KNOWLEDGE AND CLARITY OF THE RULES

How clear are the rules in your school or class? Circle one number for each type of rule.

1-Very Clear - The rules spell out exactly what would cause this to happen
2-In Between - The rules spell out more or less what would cause this to happen
3-Very Unclear-The rules are so general it all depends on who catches you
4-I don't know what the rules are concerning this

70	1 2 3 4	1. How clear are the rules for which violation usually leads to expulsion?
71	1 2 3 4	2. How clear are the rules for which violation usually leads to suspension?
72	1 2 3 4	3. How clear are the rules for which violation usually leads to a restriction of privileges?
73	1 2 3 4	4. How clear are the rules for which violation usually leads to a warning?
74	1 2 3 4	5. How clear are the rules in your class for which violation usually leads to lowered grades?

PART H - THE APPEAL PROCESS

In the following questions we want to know what a student can do if he/she has received a punishment and yet thinks he/she is innocent?

H-I. If a student has been suspended, and yet thinks she/he is innocent

1. Can she/he appeal? (Check one)

75- 1. ☐ No (Skip to next page)

2. ☐ Don't know (Skip to next page)

3. ☐ Yes

2. If yes, to whom? (Check more than one, if appropriate)

76 ☐ School Board

77 ☐ Superintendent

78 ☐ Principal

79 ☐ Vice Principal

80 23 ☐ Counselors

1-2

DUP

11 3-10 ☐ Teachers

12 ☐ Other Students

13 ☐ Others (Explain): ____________________________

____

H-II. If a student has received a punishment of having her/his grade in a class lowered and yet thinks she/he is innocent

1. Can she/he appeal? (Check one)

14 - 1. ☐ No (Skip to next page)

2. ☐ Don't know (Skip to next page)

3. ☐ Yes (Go on)

2. If yes, to whom? (Check more than one if appropriate)

15 ☐ School Board

16 ☐ Superintendent

17 ☐ Principal

18 ☐ Vice Principal

19 ☐ Counselors

20 ☐ Teachers

21 ☐ Other Students

22 ☐ Others (Explain): ______________________________

____

PART I - DUE PROCESS

In the following questions we want to know what a student can do if he/she has been accused of committing an act (violating a rule) that could lead to a punishment, and thinks he/she is innocent.

I-I. If a student is accused of committing an act (violating a rule) that could lead to expulsion and thinks she/he is innocent

1. Is there (or can the student request) a hearing? (Check one)

23 - 1. ☐ No (Skip to next page)

2. ☐ Don't know (Skip to next page)

3. ☐ Yes (Go on)

2. If yes, who conducts the hearing? (Check more than one, if applicable)

24 ☐ School Board

25 ☐ Superintendent

26 ☐ Prinicpal

27 ☐ Vice Principal

28 ☐ Counselors

29 ☐ Teachers

30 ☐ Other Students

31 ☐ Others (Explain): ____________________

____

I-II. If a student is accused of committing an act (violating a rule) that could lead to having a punishment of a restriction of privileges, and thinks she/he is innocent

1. Is there (or can the student request) a hearing? (Check one)

32 - 1. ☐ No (Skip to next page)

2. ☐ Don't know (Skip to next page)

3. ☐ Yes (Go on)

2. If yes, who conducts the hearing? (Check more than one, if appropriate.

33 ☐ School Board

34 ☐ Superintendent

35 ☐ Principal

36 ☐ Vice Principal

37 ☐ Counselors

38 ☐ Teachers

39 ☐ Other Students

40 ☐ Others (Explain): ______________________________

____

PART J - "EASY-DIFFICULT" QUESTIONS

J-I

Indicate how easy or difficult it is to do each of the following things in your school. Try not to be influenced by whether or not you personally would want to do these things. Just indicate how easy or difficult it would be if some student in your school wanted to. Circle one number for each question.

1 - Very easy
2 - Fairly easy
3 - Fairly difficult
4 - Very difficult or impossible
5 - Don't know; to my knowledge no one has ever tried it

		Comments
41	1 2 3 4 5	1. Take a course with students at least a grade ahead of you (older).
42	1 2 3 4 5	2. Get into the same course where all your friends are.
43	1 2 3 4 5	3. Take a course which is mostly taken by students of the opposite sex.
44	1 2 3 4 5	4. Not have to take a course if you can show that you know all the material which will be covered. For example, get credit for the course if you pass an exam, rather than taking the whole course.
45	1 2 3 4 5	5. Choose exactly the teacher you want in each course.
46	1 2 3 4 5	6. Choose the content and the kind of teaching that interests you in a course.
47	1 2 3 4 5	7. Take any combination of courses you like in whatever sequence pleases you.
48	1 2 3 4 5	8. Have a new section of a course created if enough students want it.
49	1 2 3 4 5	9. Take a course over again if you once fail it (or do very poorly in it).

PART K - GETTING INTO A COURSE

K-I Answer the following questions with respect to the course you are in right now.

1. How did you come to take this course? (check one)

Skip to Question 6
50-1. ☐ I don't know. I just found this on my schedule.
2. ☐ It was required.

Answer Question 2 then skip to 6
3. ☐ I wanted to take it; I selected it by myself.
4. ☐ I was advised to take it, and selected it for that reason.

5. ☐ I selected a different course, but I'm here anyway. (What else did you want to take?) ______________

If your response was either 1 or 2, skip to question 6.

If your response was either 3 or 4, answer question 2; then skip to question 6.

If your response was 5, skip to question 3.

2. If you selected this course, either because you wanted to or because you were advised to (responses 3 or 4 of question 1, which of the following is true?

51-1. ☐ It was open to anyone.
2. ☐ It was open to anyone who met the prerequisites, and I did, so I automatically got in when I applied.
3. ☐ I was selected from those who applied.
4. ☐ It required approval, which I got.

3. If you selected a different course but are here anyway (response 5, question 1), which of the following is true?

52-1. ☐ I couldn't schedule what I wanted.
2. ☐ I didn't meet prerequisites for the course I wanted.
3. ☐ The course was full by the time my name came up.
4. ☐ I was denied permission to take the course I wanted and this was left.
5. ☐ I was talked out of taking what I wanted.

---

4. If you were talked out of taking what you wanted (response 5, question 3), who talked you out of it?

53-1. ☐ Parents
2. ☐ Friends
3. ☐ Teacher
4. ☐ Counselor
5. ☐ Other (Explain): ____________________

5. If you were talked out of taking what you wanted (response 5, question 3), what argument was most convincing to you?

54-1. ☐ I would do poorly in the course
2. ☐ It wouldn't help me to be what I wanted to be.
3. ☐ None of my friends were taking it.
4. ☐ The teacher dislikes people like me.
5. ☐ People like me generally don't take courses like this.
6. ☐ Other (Explain): ____________________

---

6. If you didn't take this course at this time, when is it offered again?

55-1. ☐ Next quarter
2. ☐ Next semester
3. ☐ Next year
4. ☐ Never
5. ☐ Other (Explain): ____________________
____

7. Would you be able to take it then or at some later time if you didn't take it now?

56-1. ☐ Yes
2. ☐ No

K-II

Indicate how each of the following circumstances would have affected a student's chance of getting into this course. Circle one number for each circumstance.

Note: If the course you are in now is required, answer this question in terms of getting the particular teacher and level of difficulty of the course you are in.

1—This would have made it easier for the student to get in
2—This would have had no effect on whether the student got in
3—This would have made it harder for the student to get in

			Comments
57	1 2 3	1. If the student were younger (freshman or sophomore) rather than older (junior or senior).	
58	1 2 3	2. If the student's parents were better known in the community rather than unknown.	
59	1 2 3	3. If the student's older brothers or sisters had done well in school rather than poorly.	
60	1 2 3	4. If the student's grades were pretty low, rather than pretty high.	
61	1 2 3	5. If the student were well known in the school, rather than not well known.	
62	1 2 3	6. If the student tended to upset and antagonize people, rather than get along well with them.	

K-III

To what extent did each of the following persons or groups affect whether you got into this course? Circle one number for each item.

Note: If the course you are in now is required, to what extent did each of the following affect whether you got this teacher and level of difficulty of this course.

1 – One of these people (this person) made the decision
2 – One of these people (this person) had to approve
3 – One of these people (this person) gave me advice
4 – These people (this person) had no influence
5 – I don't know how much influence these people (this person) had

Comments

63	1	2	3	4	5	1. Teacher
64	1	2	3	4	5	2. Principal or Vice Principal
65	1	2	3	4	5	3. School Board or Superintendent of Schools
66	1	2	3	4	5	4. Guidance Counselors
67	1	2	3	4	5	5. Psychologists or Physician
68	1	2	3	4	5	6. Other Authorities Outside School
69	1	2	3	4	5	7. Other Students
70	1	2	3	4	5	8. Parents

K-IV

Suppose you want to switch out of this course after the term is well underway. If you asked permission to switch out and gave each of the following reasons for switching, indicate for each one how easy it would be. Circle one number for each reason.

Note: If the course you are in now is required, answer this question in terms of switching to a different teacher or level of difficulty of the same course. If the course you are in now is not required, answer this question in terms of switching to an entirely different course.

1– Very easy
2–Fairly easy
3–Fairly difficult
4–Very difficult or impossible
5–Don't know; to my knowledge no one has ever tried it

Comments

71	1 2 3 4 5	1. Can't get along with other students.
72	1 2 3 4 5	2. Course too easy.
73	1 2 3 4 5	3. Too much work required.
74	1 2 3 4 5	4. Something else seems more interesting.
75	1 2 3 4 5	5. I want to leave school earlier in the day to get a job.
76	1 2 3 4 5	6. My parents are upset with some of the things we've been studying.

PART L - WHAT IS GRADED

Indicate how important each of the following is in determining the final evaluation (grade) you receive in this course. Circle one number for each aspect.

Note: If you do not know how important these are for the entire course, answer the questions with respect to the unit of the course just completed.

1 — Very important
2 — Some importance
3 — Little or no importance
4 — Don't know

		Comments
77	1 2 3 4	1. Quality of your written homework.
78	1 2 3 4	2. Classroom attitude and behavior.
79	1 2 3 4	3. Quality of the projects you do.
80	1 2 3 4	4. Past record in extra-curricular activities.
24 1-2 DUP 3-10		
11	1 2 3 4	5. The way you dress.

(Check one)

12 — 1. ☐ I answered this question with respect to the entire course.

2. ☐ I answered this question with respect to the unit of the course we just completed.

PART M - DETERMINING A GRADE

M-I

Indicate how often each of the following happens in this course. Circle one number for each statement.

1 -Happens often
2 -Happens sometimes
3 -Happens rarely
4 -Never has happened

			Comments
13	1 2 3 4	1. Does your teacher ever ask other students in the class to evaluate your work?	
14	1 2 3 4	2. Does your teacher ever ask someone outside the class to evaluate your work?	
15	1 2 3 4	3. Does the teacher ever have you take a department-wide test as part of the evaluation of your work in the course?	

M-II

If each of the following happens, indicate how important it is in determining your final grade in the course.

1—This never has happened

2—This happens and has great importance--the teacher gives it just as much or more consideration than if he/she had done the evaluation

3—This happens and has some importance--the teacher does take it into account

4—This happens, but has little or no importance—the teacher hardly even considers it

5—This happens but I don't know how important it is

			Comments
16	1 2 3 4 5	1. Does your teacher ever ask you to evaluate your own work?	
17	1 2 3 4 5	2. Are you ever asked to evaluate the work of other students?	
18	1 2 3 4 5	3. Does the teacher ever have you take a school-wide test as part of the evaluation?	
19	1 2 3 4 5	4. Does the principal ever evaluate your work?	

PART N - COMMUNICATING AND RECORDING AN EVALUATION

N-I What information about your work in the course is recorded on the permanent record (if there is one?) (Check all which apply)

Comments

0/1 20 1. ☐ My grade in the course

21 2. ☐ Written comments about me from my teacher

22 3. ☐ How well I did on each of a set of competency tests.

23 4. ☐ My rank in the class

24 5. ☐ Don't know

25 6. ☐ Other (Explain: ______________________________

____

N-II If a student fails, is this recorded on his/her permanent record? (Check one)

Comments

26-1. ☐ Yes

2. ☐ No

N-III

How is your overall evaluation (grade) for the course determined from all the information that the teacher has available?

Note: If you do now know how the decision will be made for the entire course, answer the questions with respect to the unit of the course just completed.

Comments

Who decides and in what way? (Check one)

27-1. ☐ The teacher decides

2. ☐ The teacher uses a formula and standards to decide.

3. ☐ I use a formula and standards to decide.

4. ☐ I just decide.

If a formula and standards are used, who makes them up? (Check one)

28-1. ☐ The formula and standards are made up by the teacher.

2. ☐ The formula and standards are made up by people outside the course.

3. ☐ The formula and standards are made up by me.

Check one)

29-1. ☐ I answered this question with respect to the entire course.

2. ☐ I answered this question with respect to the unit of the course we just completed.

N-IV

In each of the following questions, check the one response which is most like the course.

Comments

What counts toward the final grade, or toward credit for the unit of work? (Check one)

30-1. ☐ Usually every piece of work we do counts.

2. ☐ Only a few things count.

3. ☐ Regardless of how many things we do, the final grade (or whether or not we get credit) is usually determined by only one thing (for example, a test at the end of the term).

Comments

What is the relationship between the teacher and student in the decision about your overall evaluation (grade)? (Check one)

31-1. ☐ The teacher makes a final decision without consulting the student.

2. ☐ The teacher makes a tentative decision and discusses it with the student before making it final.

3. ☐ The student makes a tentative decision and discusses it with the teacher. The teacher then makes final what they agree on.

4. ☐ The student makes the final decision without consulting the teacher.

Comments

In determining the final grade, or credit, can poor performance on one unit of work be offset by superior work on another? (Check one)

32-1. ☐ Usually yes.

2. ☐ Usually no.

PART O - CLASSROOM BEHAVIOR

O-I

Different teachers like different things to happen in their classrooms. We want to know how this teacher feels about each of the following kinds of activities taking place in this class. For each statement below, circle the number which is most like the way things are in this class.

1 Required (The teacher requires it)
2 Encouraged but not required (The teacher wants you to do it)
3 Permitted but not encouraged (Doesn't matter one way or the other to the teacher)
4 Permitted but discouraged (The teacher doesn't like it)
5 Not permitted
6 Does not apply to this course

		Comments
33	1 2 3 4 5 6	1. Students asking for clarification of something the teacher has already said.
34	1 2 3 4 5 6	2. Students offering an opinion of course. material that differs from the textbook.
35	1 2 3 4 5 6	3. Students relating things that happen outside of class to topics they study in class.
36	1 2 3 4 5 6	4. Students raising questions about why they are studying a certain topic.
37	1 2 3 4 5 6	5. Students raising questions about the kinds or number of homework assignments.
38	1 2 3 4 5 6	6. Students writing reports about topics studied in class.
39	1 2 3 4 5 6	7. Students speaking out and giving their own opinions about things.
40	1 2 3 4 5 6	8. Students using computer terminals, tape recorders, or other available machines.

O-II

How often does the work in this course require that you do each of the following things? Circle one number for each question.

1 Often required
2 Sometimes required
3 Rarely required
4 Never has been required

			Comments
41	1 2 3 4	01. Recall from memory specific facts or ideas.	
42	1 2 3 4	02. Repeat a given statement, response or activity more than once.	
43	1 2 3 4	03. Explain the underlying causes, principles or elements behind why things happen or how they work.	
44	1 2 3 4	04. Judge the value or merit of something based on specific standards or evidence.	
45	1 2 3 4	05. Openly express your feelings and insights about things that are important to you.	

PART P - PERCENT OF TIME IN VARIOUS ACTIVITIES

P-I

In ten (10) ordinary meetings of this course (a two-week period for a course that meets every day), approximately what percentage of class time is spent in each of the following activities or settings. Circle one number for each activity or setting.

1 Less than 10% of the time (less than one class period every two weeks, for a course that meets daily)
2 Between 10% and 25% of the time (one or two class periods out of ten; or 10-25% of every class period)
3 Between 25% and 50% of the time (three to five class periods out of ten; or 25-50% of every class period
4 Between 50% and 75% of the time (five to eight class periods out of ten; or 50-75% of average class period)
5 More than 75% of the time (nearly every class period, or nearly all of each class period)

		Comments
46	1 2 3 4 5	1. Self-instruction (e.g., reading, writing assignments.
47	1 2 3 4 5	2. Student-group instruction (e.g., discussions, roleplays, games).
48	1 2 3 4 5	3. Machine-mediated instruction (e.g., movies, tape-recordings, video-tapes).
49	1 2 3 4 5	4. Outside-instruction (e.g., field trips, work in businesses, etc.).
50	1 2 3 4 5	5. Working in groups of two or three.
51	1 2 3 4 5	6. Working in large groups, eleven to full class.

P-II

Think of the amount of time you have spent over the last two weeks in out-of-class work for this class (doing assignments, homework). Include time spent in study halls doing work for this class.

What is the approximate total number of hours you spent? Place the number in the box below.

52-53 ☐☐ hours

Approximately what percentage of this time did you spend on each of the following activities? Circle one number for each type of activity.

1 Less than 10% of the time
2 Between 10% and 25% of the time
3 Between 25% and 50% of the time
4 Between 50% and 75% of the time
5 More than 75% of the time

			Comments
54	1 2 3 4 5	1. Writing (e.g., answering questions, writing reports).	
55	1 2 3 4 5	2. Interviewing (e.g., asking someone about something).	
56	1 2 3 4 5	3. Doing actual work (e.g., helping a volunteer organization; trying a job for which pay is usual).	

What is the approximate total number of hours you should have spent to do a really good job on the out-of-class work? Place the number in the box below.

57-58 ☐☐ hours

PART Q - SOCIALIZATION

For each of the following statements, circle the one number which is most like the way things are in your school. Remember to answer with respect to your school. DO NOT just give your personal opinion of the statement.

1 — This is not stressed in my school.

2 — This is stressed, but no one mentions it. Everyone is used to to doing it this way, and the way things are organized, it's very difficult to do anything else.

3 — The staff wants this but students don't. This is stressed by the staff of the school. They explain that this is how they want or expect things to be. Students tend to both disagree and resist.

4 — The students want this but the staff doesn't. This is stressed by the students of the school. The way they act, or the way they explain things to other students shows that this is how they want or expect things to be. The staff tends to both disagree and resist.

5 — Both students and staff want this. This is stressed by the staff and the students of the school. They agree this is how things should be.

	▼	▼	▼	▼	▼	Comments
59	1	2	3	4	5	1. A student should feel especially proud when his/her work is better than anyone else's
60	1	2	3	4	5	2. The school should have rules that cover almost all aspects of a student's behavior.
61	1	2	3	4	5	3. Teachers should have a lot of leeway in enforcing rules.
62	1	2	3	4	5	4. Students should ask questions when they don't understand.
63	1	2	3	4	5	5. Schools should have the kinds of rules found in society at large so that students will become used to them.
64	1	2	3	4	5	6. Teachers should have the right to make up whatever rules they want.
65	1	2	3	4	5	7. A student should feel proud of anything that represents the best he can do.
66	1	2	3	4	5	8. Students ought to be in class during class time.

1—This is not stressed in my school.

2—This is stressed, but no one mentions it. Everyone is used to to doing it this way, and the way things are organized, it's very difficult to do anything else.

3—The staff wants this but students don't. This is stressed by the staff of the school. They explain that this is how they want or expect things to be. Students tend to both disagree and resist.

4—The students want this but the staff doesn't. This is stressed by the students of the school. The way they act, or the way they explain things to other students shows that this is how they want or expect things to be. The staff tends to both disagree and resist.

5—Both students and staff want this. This is stressed by the staff and the students of the school. They agree this is how things should be.

Comments

67	1 2 3 4 5	9. All students who break the same rule should receive the same punishment, regardless.
68	1 2 3 4 5	10. Someone ought to watch students all the time because they will break the school's rules if they can get away with it.
69	1 2 3 4 5	11. All students should have the same chance to take the courses they want, regardless of who they are or what kind of record they have in school.
70	1 2 3 4 5	12. The final grade a student receives should be based on everything he/she does in the course, not just on test scores.
71	1 2 3 4 5	13. Students ought to obey the school's rules without the need for someone to watch over them.
72	1 2 3 4 5	14. If more students sign up for a course than can be handled, the teacher ought to be able to pick whichever students he/she wants.
73	1 2 3 4 5	15. Students who are a credit to the school should receive a lighter punishment than usual if they break a rule.

1—This is not stressed in my school.

2—This is stressed, but no one mentions it. Everyone is used to to doing it this way, and the way things are organized, it's very difficult to do anything else.

3—The staff wants this but students don't. This is stressed by the staff of the school. They explain that this is how they want or expect things to be. Students tend to both disagree and resist.

4—The students want this but the staff doesn't. This is stressed by the students of the school. The way they act, or the way they explain things to other students shows that this is how they want or expect things to be. The staff tends to both disagree and resist.

5—Both students and staff want this. This is stressed by the staff and the students of the school. They agree this is now things should be.

Comments

74	1 2 3 4 5	16. Evaluations ought to help students in improving their work.
75	1 2 3 4 5	17. The teachers ought to decide what material will be covered in the course.
76	1 2 3 4 5	18. The final grade a student receives in a course should be adjusted for his/her ability. Slow students should not be expected to do as well as faster ones to get the same grade.
77	1 2 3 4 5	19. Students ought to have a lot of influence over what material will be covered in a course.
78	1 2 3 4 5	20. Evaluations ought to merely indicate whether the student did well or not.
79	1 2 3 4 5	21. Teachers should state ahead of time what has to be done to get any particular grade.
80	1 2 3 4 5	22. A course ought to have a lot of flexibility in what materials are covered.
25 1-2 DUP 3-10		
11	1 2 3 4 5	23. The same grades ought to be given to everyone, regardless of the level of any one student's performance.

1—This is not stressed in my school.

2—This is stressed, but no one mentions it. Everyone is used to to doing it this way, and the way things are organized, it's very difficult to do anything else.

3—The staff wants this but students don't. This is stressed by the staff of the school. They explain that this is how they want or expect things to be. Students tend to both disagree and resist.

4—The students want this but the staff doesn't. This is stressed by the students of the school. The way they act, or the way they explain things to other students shows that this is how they want or expect things to be. The staff tends to both disagree and resist.

5—Both students and staff want this. This is stressed by the staff and the students of the school. They agree this is now things should be.

			Comments
12	1 2 3 4 5	24.	A student's personal appearance and dress ought to be entirely his/her choice.
13	1 2 3 4 5	25.	A student should regard it as his/her fault if he/she misunderstood an assignment and did the wrong thing.
14	1 2 3 4 5	26.	Students are not supposed to try to get special treatment.
15	1 2 3 4 5	27.	Regardless of the rules of the school, a student ought to obey what a teacher says.
16	1 2 3 4 5	28.	Students are supposed to have assignments done on time, regardless of problems in their personal life that may make it difficult.
17	1 2 3 4 5	29.	Students ought to learn only the teacher's opinions of the material.
18	1 2 3 4 5	30.	Students ought to be involved in making up the rules which affect them if they are expected to obey them.

1—This is not stressed in my school.

2—This is stressed, but no one mentions it. Everyone is used to to doing it this way, and the way things are organized, it's very difficult to do anything else.

3—The staff wants this but students don't. This is stressed by the staff of the school. They explain that this is how they want or expect things to be. Students tend to both disagree and resist.

4—The students want this but the staff doesn't. This is stressed by the students of the school. The way they act, or the way they explain things to other students shows that this is how they want or expect things to be. The staff tends to both disagree and resist.

5—Both students and staff want this. This is stressed by the staff and the students of the school. They agree this is now things should be.

Comments

19	1 2 3 4 5	31. Students ought to have tolerance of people different from themselves.
20	1 2 3 4 5	32. The school ought to promote cooperation among students.
21	1 2 3 4 5	33. Students ought to be supported by the school for asserting their individuality.
22	1 2 3 4 5	34. Students ought to be permitted "to do their own thing", in school.
23	1 2 3 4 5	35. Students ought to be allowed to leave the school grounds whenever they wish.
24	1 2 3 4 5	36. Students should not have to obey unreasonable school rules.
25	1 2 3 4 5	37. Students should obey the school's rules because the staff and administrators who made them up are older and wiser than the students.

For each of the following statements, circle the one number which is most like the way things are in your school. Remember to answer with respect to your school. DO NOT just give your personal opinion of the statement.

1 This is not stressed in my school

2 This is stressed, but no one mentions it. Everyone is used to doing it this way, and the way things are organized, it's very difficult to do anything else

3 The staff wants this but students don't. This is stressed by the staff of the school. They explain that this is how they want or expect things to be. Students tend to both disagree and resist.

4 The students want this but the staff doesn't. This is stressed by the students of the school. The way they act, or the way they explain things to other students shows that this is how they want or expect things to be. The staff tends to both disagree and resist.

5 Both students and staff want this. This is stressed by the staff and the students of the school. They agree this is how things should be

			Comments
26	1 2 3 4 5	38. Teachers ought to do all the evaluating of student work.	
27	1 2 3 4 5	39. Students should view their studying as an opportunity to grow, not just fulfilling requirements to get a grade.	
28	1 2 3 4 5	40. Students should be required to present their own ideas and interpretations of materials they study.	
29	1 2 3 4 5	41. Students should memorize all of the important facts of the material they study.	
30	1 2 3 4 5	42. Students should not have to study anything but the textbook.	
31	1 2 3 4 5	43. Students should be required to search out many sources other than the textbook when studying something.	
32	1 2 3 4 5	44. Students should not be graded at all.	

APPENDIX B

SUGGESTIONS OF CONSULTANT REVIEW PANEL

A SET OF FORMS AND CRITERIA FOR REVIEWING THE INSTRUMENT

In reviewing each section of the instrument, try to systematically address each of the following questions:

1. If the Function has been divided into subcategories, are the subcategories a good set?

   (For example, do they cover the critical aspects of the Function, are each of the subcategories relatively discrete and independent of the others, etc?)

   Try to identify ones which should be added, substituted, or eliminated.

   Record your comments on Comment Sheet No. 1.

2. Are the Items (the Questions) a good set for each subcategory? For the Function as a whole?

   (For example, do they cover the critical aspects of the subcategory; will responses be interpretable, etc?)

   Try to identify ones which should be added, substituted, or eliminated.

   Record your comments on Comment Sheet No. 2 (six have been provided).

3. Are there questions students will not be able to answer?

   Record these on Comment Sheet No. 3.

4. Do the questions cover the widest possible range of situations?

   To apply this criterion, ask of each item:

   For the School Level Items

   A. Does this question have a response relevant to the best schools I know? (Record problem items on Comment Sheet 4A.)

   B. Does this question have a response relevant to the worst schools I know? (Record problem items on Comment Sheet 4B.)

For the Classroom Level Items

C. Does this question have a response relevant to the best classes I know? (Record problem items on Comment Sheet 4C.)

D. Does this question have a response relevant to the worst classes I know? (Record problem items on Comment Sheet 4D.)

5. Are the questions biased because some responses are more socially desirable than others, or less socially desirable than others?

To apply this criterion, ask of each item:

A. Does this item have a response that is more desirable or socially acceptable than the other possible responses? (Record such items on Comment Sheet 5A.)

B. Does this item have a response that is less desirable or socially acceptable than the other possible responses? (Record such items on Comment Sheet 5B.)

Feel free, of course, to make any other comments or observations you wish.

Comment Sheet No. 1

Name: ____________________

Subcategories of the Function

I suggest the following subcategories be:

Added:

Substituted:

Eliminated:

The subcategories into which the function has been divided seem fine as is. ☐

Comment Sheet No. 2 Name:____________________

Items

In the set of items related to Function ________________,

Subcategory ______________________________________, I suggest

the following items be:

Added:

Substituted:

Eliminated:

Mark wording changes, etc., on the actual questionnaire (or on the analytic document).

The set of items seems fine as is. ☐

Comment Sheet No. 3 Name: ______________________________

In my opinion, students will not be able to answer the following questions:

Page No.	Question No.	Reason	Changes, if Any, Which Would Make It Answerable

Comment Sheet No. 4A

Name: ____________________

In my opinion, the following questions do not have a response relevant to (and are therefore not applicable to) the best schools I know of:

Page No.	Question No.	Reason	Changes, if Any Which Would Make It Answerable

Comment Sheet No. 4B   Name:_______________________

In my opinion, the following questions do not have a response relevant to (and are therefore not applicable to) the worst schools I know of:

Page No.	Question No.	Reason	Changes, if Any Which Would Make It Answerable

Comment Sheet No. 4C Name:________________________

In my opinion, the following questions do not have a response relevant to (and therefore are not applicable to) the best classes I know of:

Page No.	Question No.	Reason	Changes, if Any Which Would Make It Answerable

Comment Sheet No. 4D

Name:___________________________

In my opinion, the following questions do not have a response relevant to (and therefore are not applicable to) the worst classes I know of:

Page No.	Question No.	Reason	Changes, if Any Which Would Make It Answerable

Comment Sheet No. 5A

Name: ______________________________

In the following items, the cited response is distinctly more desirable (or socially acceptable):

Page No.	Question No.	Response That Is More Socially Desirable	Changes, if Any To Eliminate This Bias

Comment Sheet 5B

Name:____________________________

In the following items the cited response is distinctly less desirable (or less socially acceptable):

Page No.	Question No.	Response That Is Less Socially Desirable	Changes if Any To Eliminate This Bias

Panel Reactions to Questionnaire - Tuesday, School People

Custody/Control

1. Change phrase "Due Process" to "Hearing Process".

2. For adult version of instrument: ask about formal nature of hearing or appeal process, regarding:

    a. presence of parents
    b. are students aware of they could have a lawyer present
    c. are witnesses made public and are they confronted

3. Include an item on the presence of corporal punishment.

4. Some schools have large numbers of trivial rules--we should include some of them in our set of offenses.

5. Include an item askign whether any attempts are ever made to inform students of what the rules are.

Selection

6. The emphasis in our instrument is on course selection and not career selection--one of the possible reasons for selecting a course is if respondent intends to make a career of whatever the subject matter covers.

Evaluation/Certification

7. We need to ask students directly whether or not their school gives grades--some schools don't, and therefore some of the items we've written are not very meaningful to students in those schools.

    a. we should reorganize this section so that the first question asks students something like:

    "To demonstrate that you have mastered or accomplished what you set out to do, does your school give:

        1. grades
        2. credit
        3. anecdotal records
        4. competencies

    b. then, for whichever one the school has, ask student how the school decides on them

8. P. 36--there are other ways of assigning grades besides those listed, e.g., negotiated.

9. Series of questions on parents' role in evaluation/certification

    a. parents are involved in how grades and other information get used.
    b. if school has any options in grading systems, parents are often involved in decisions on which one their child can select
    c. parent conferences to discuss evaluations

10. Question asking to what extent grades are important to the student, or how important are the criteria one gets evaluated on to the respondent.

11. Form B, P. 12, #9--wording not clear; should read "...so the grade I get depends on how well the others do.". P. 33, #5--not assessed at all.

12. On our true-not true statements, we should remove all qualifications and modifiers from the statements.

Instruction

13. We should explore the facilities available to support instructional activities, facilities which are not necessarily in the classroom (learning centers, etc.) and also whether the size and design of the classroom permits several activities to occur within it at once.

14. We need an item asking whether the teacher encourages students to form their own opinion, speak their own mind, etc.

Socialization

15. The variety of students in any school is too great for respondents to answer about what "students" in the school want. Responses should read:

    a. This is how I think things should be
    b. This is how most students think things should be

Panel Reactions to Questionnaire - Wednesday, Technical People

Custody/Control

1. Rule-enforcement: Most good schools will have enforcing techniques which reinforce positive behavior. Additional response alternatives are needed:

   a. the teacher or principal works with me to solve the problem so it won't happen again
   b. the teacher explains why it wasn't a good thing to do
   c. other techniques for enforcing rules:
      1. contacting parents
      2. distributing information
   d. informal punishments--being ostracized, ignored, warned; given busy work; given onerous tasks
   e. turning student over to legal authorities

2. Change "first offense" to:

   a. didn't do it on purpose
   b. student had never done it before

3. Add to list of offenses:

   a. accumulation of a lot of minor offenses
   b. personal vices; i.e., use of abusive language

4. Equity of enforcement--add responses:

   a. student is "freaky"--handicapped, deaf, messed up, etc.
   b. student is new in school--recent transfer
   c. some legitimate reasons, such as extenuating circumstances

5. Add items which tap students commitment to rules and determine under what circumstances and kinds of situations this varies.

6. Add items which get at who, or at what level, a rule is enforced--at classroom or school level--by teachers or vice-principals.

7. Items worded about your "class" should be about your "classroom".

8. Ask about the presence or absence of hall passes.

9. Parents occupation -- see Coleman 1966 EEO item.

10. Nationality — "With what cultural group do you identify yourself?"

11. Item "Generally what kinds of grades do you get?" should read "What kind of student are you?".

    a. above average
    b. about average
    c. below average

12. Add item reading "How well do you like school?".

Selection

13. Required courses--why required:

    a. at state level
    b. at district level
    c. at local school level

14. "Negative" requirements--if you score below a certain level on a test, you must take a certain course.

15. Scheduling--preferences are sometimes given to athletes.

Evaluation/Certification

16. Expand the number and kind of evaluation systems we are focusing on:

    a. interaction and discussion
    b. grades
    c. pass-fail
    d. competencies

    Ask students if they ever "rate the progress of your own work", "assess your own performance", rather than whether they grade their own work.

Socialization

17. Qualify response options to read "most students believe...". "Most of the staff believes...".

18. Too much concern with school rules and regulations, and with reward-punishment model of socialization not enough attention to modeling as a socialization mechanism; also, not enough attention to informal, nonclassroom aspects of student role.

Instruction

19. Use these organizing categories:

    a. Teacher behaviors

        1. focused
        2. diffuse

    b. Student behaviors

        1. student perceptions of teacher feelings about behavior (encouraged, permitted, etc.)
        2. student's perception of the learning tasks he's engaged in

c. Procedures followed and materials used:

    1. open to student influence
    2. options available
        a) as to means
        b) as to ends
    3. approach or strategy teacher uses
    4. activities engaged in

20. Need question about appropriateness of what goes on either to task to be completed or to needs of students.

General Comments

21. School and classroom questions may be asked several times to the same respondent:

    a. identify and eliminate duplicate respondents.
    b. separate class and school questions.
    c. instruct students not to fill out school items more than once.

22. How many respondents per class do you need in order to generalize to entire class?

23. How many classes, selected in what way, do you need in order to say things about a course, particularly if teachers are different?

24. How will we deal with subtle tracking differences within classes?

25. Develop a set of procedures for administration of questionnaire within school, and test to see if procedures generate a representative sample.

26. Include in instructions that respondents don't have to answer if they don't want to.

27. Questions are not worded in the way students would say them; i.e., use "often" rather than "frequently".

28. Questions are worded in first person plural, second person, and third person; these should be made consistent.

29. There is a mismatch between definitions of functions and the items we've written.

30. There should be items designed to get at the interrelationships among and overlap between the functions.

APPENDIX C

THE SECOND TEST DRAFT OF THE INSTRUMENT

Form Approved
OMB No. 51-S75001

FORM A

PATTERNS OF SCHOOL FUNCTIONING

GENERAL INSTRUCTIONS

In this questionnaire we are concerned with how things are done in your school. Some of the questions refer to the school as a whole. Some refer to a particular class. If a question refers to a particular class, answer with reference to the class you are in now (unless you have received other instructions).

In answering the questions, think of your overall experience in this school or class. Try to be fair. Try not to be overly influenced by one particularly good experience, or one bad one.

Your responses will be strictly confidential. Your name will not be associated in any identifiable way with your specific responses. Nevertheless, if you find any question objectionable, you may simply skip it and go on to the next one.

Feel free to use the space in the margin to elaborate, explain, or qualify your responses as fully as you wish.

Jerry L. Fletcher
Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

Draft Questionnaire for
Research Purposes Only
Not to be Used Without
Written Permission of
Dr. Jerry L. Fletcher

PERSONAL INFORMATION

Form A
Card 11
in
(1-2)

1. School Code Number (to be provided by the teacher) ☐☐☐ (5) (6) (7)

2. Class Code Number (to be provided by the teacher) ☐☐ (8) (9)

3. Subject Code Number (to be provided by the teacher) ☐☐ (10) (11)

---

4. What grade are you in in school? (check one)

12-1. ☐ Grade nine (9)
2. ☐ Grade ten (10)
3. ☐ Grade eleven (11)
4. ☐ Grade twelve (12)

---

5. How many years have you been in this school?
This is my (check one):

13-1. ☐ First year
2. ☐ Second year
3. ☐ Third year
4. ☐ Fourth year
5. ☐ Fifth year
6. ☐ Sixth year
7. ☐ More than sixth year

---

6. How old are you today? (check one)

14-1. ☐ 13
2. ☐ 14
3. ☐ 15
4. ☐ 16
5. ☐ 17
6. ☐ 18
7. ☐ 19
8. ☐ Older than 19

7. Your sex: (check one)

15-1. ☐ Male
2. ☐ Female

8. With which cultural group do you identify yourself? (check one)

16-1. ☐ Caucasian-American (White)
2. ☐ Afro-American
3. ☐ Spanish American
4. ☐ Native American (Indian)
5. ☐ Asian American
6. ☐ Other (specify) ______________________
7. ☐ Don't Know

9. Check the highest level of education achieved by each parent.

	Mother		Father	
17-1.	☐	18-1.	☐	Attended graduate or professional school
2.	☐	2.	☐	Graduated from 4-year college
3.	☐	3.	☐	Some college (including community college, but less than 4 years)
4.	☐	4.	☐	Technical, vocational or business school after high school
5.	☐	5.	☐	Graduated from high school
6.	☐	6.	☐	Some junior high or high school, but did not graduate from high school
7.	☐	7.	☐	Completed grade school
8.	☐	8.	☐	None or some grade school
9.	☐	9.	☐	Don't know

10. In general, how good has your record as a student (your "grades") been in the last two years of school? (check one)

19-1. ☐ One of the best in the school

2. ☐ Above average

3. ☐ Average

4. ☐ Below average

11. How much more schooling do you presently plan to obtain? (check one)

20-1. ☐ I plan to quit high school soon, before graduation

2. ☐ I plan to finish high school only

3. ☐ I plan to take some post-high school training (technical school, vocational school); not college

4. ☐ I plan to take some college (including community or junior college) but less than four years

5. ☐ I plan to get a college degree

6. ☐ I plan to get more than a college degree (graduate school or professional school)

9. Check the highest level of education achieved by each parent.

Mother		Father		
17-1.	☐	18-1.	☐	Attended graduate or professional school
2.	☐	2.	☐	Graduated from 4-year college
3.	☐	3.	☐	Some college (including community college, but less than 4 years)
4.	☐	4.	☐	Technical, vocational or business school after high school
5.	☐	5.	☐	Graduated from high school
6.	☐	6.	☐	Some junior high or high school, but did not graduate from high school
7.	☐	7.	☐	Completed grade school
8.	☐	8.	☐	None or some grade school
9.	☐	9.	☐	Don't know

---

10. In general, how good has your record as a student (your "grades") been in the last two years of school? (check one)

19-1. ☐ One of the best in the school

2. ☐ Above average

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---

11. How much more schooling do you presently plan to obtain? (check one)

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4. ☐ I plan to take some college (including community or junior college) but less than four years

5. ☐ I plan to get a college degree

6. ☐ I plan to get more than a college degree (graduate school or professional school)

12. For each of the following indicate whether you agree or disagree with the statement. (Circle one number for each question.)

4 Strongly agree

3 Tend to agree

2 Tend to disagree

1 Strongly disagree

4 3 2 1 21-1. Good luck is more important than hard work for success

4 3 2 1 22-2. Every time I try to get ahead, something or someone stops me

4 3 2 1 23-3. People like me don't have much of a chance to be successful in life

4 3 2 1 24-4. When a person is born, the success he/she is going to have is already in the cards, so he/she might as well accept it and not fight against it

4 3 2 1 25-5. Other people have more control over a person's future than the person him/herself does

4 3 2 1 26-6. Success in the occupational world depends more on luck than on ability and willingness to work

13. How true are each of the following in this school? (Circle one number for each statement.)

4 – Definitely true
3 – Tends to be true
2 – Tends not to be true
1 – Definitely not true

4	3	2	1	30-1.	Most teachers seem to think students are always up to something, so they just wait for someone to do something wrong
4	3	2	1	31-2.	Generally, students here break school rules any time they think they can get away with it
4	3	2	1	32-3.	You need permission to do anything around this school
4	3	2	1	33-4.	In this school the principal or vice-principal enforces the rules
4	3	2	1	34-5.	Most of the time I never know I've done something wrong until I get "caught". Then I find out it was wrong
4	3	2	1	35-6.	In this school the teachers decide what punishment a student should receive for breaking a rule
4	3	2	1	36-7.	There don't seem to be many rules in this school
4	3	2	1	37-8.	The principal is usually understanding; if a student does something wrong he will give him/her the benefit of the doubt

14. How true are each of the following in this class? (Circle one number for each statement.)

4 Definitely true

3 Tends to be true

2 Tends not to be true

1 Definitely not true

4 3 2 1	38-1.	At the beginning of this course, the teacher made it clear that we would have to be able to perform a certain number of tasks in order to pass
4 3 2 1	39-2.	Every task assigned has to be done within a specified amount of time
4 3 2 1	40-3.	The teacher usually checks student progress while they are working on an assignment, instead of just waiting until they turn it in to see how they did
4 3 2 1	41-4.	The students can influence what particular aspects of the subject they want to study
4 3 2 1	42-5.	If a student does poorly on a test or assignment, the student is given a chance to learn the material before he/she begins work on the next unit
4 3 2 1	43-6.	The important thing in this class is that a student can show he has learned something, not how long it takes him to learn
4 3 2 1	44-7.	The students can influence where (in what kind of physical surroundings) they will do the work for the course
4 3 2 1	45-8.	Students are required to take a test or complete an assignment or project, but each student decides when to complete it
4 3 2 1	46-9.	The students can influence by when they will have learned something for the course
4 3 2 1	47-10.	If we do not do well in a course, there are opportunities to improve the grade later on, after the course is over

DEFINITIONS

For the next set of questions you will need to know these definitions. As you are answering the questions you may turn back to look at them if you forget.

1 **Nothing** -- No rule against this, or if there is, no one enforces it

2 **Discussion** -- The teacher or principal would discuss the behavior problem with the student (sometimes also with the parents) and together they would work out a way to keep it from happening again. This often involves a warning

3 **Penalty** -- The student would be penalized; for example, detention after school, put on probation, declared ineligible for athletics, fined, removed from class

4 **Suspension** -- The student would be denied permission to attend school for several days. Often parents have to come with the student to get him/her back into school

5 **Expulsion** -- The student would be permanently denied permission to attend school

6 **Grade Lowered** -- Student's grade is lowered

FIRST OFFENSE

15. For each of the following, circle the response that best indicates, for your school, what would happen to a student the first time he or she were caught doing it.

1 - Nothing
2 - Discussion
3 - Penalty
4 - Suspension
5 - Expulsion
6 - Grade Lowered

1	2	3	4	5	6	48-1.	Skipping school
1	2	3	4	5	6	49-2.	Fighting another student
1	2	3	4	5	6	50-3.	Stealing from the school
1	2	3	4	5	6	51-4.	Organizing students to protest something
1	2	3	4	5	6	52-5.	Damaging school property
1	2	3	4	5	6	53-6.	Being high on drugs
1	2	3	4	5	6	54-7.	Using obscene or profane language

REPEATED OFFENSES

16. For each of the following circle the response that best indicates, for your school, what would happen to a student who does it repeatedly, has been caught several times, and now has just been caught again.

1 - Nothing
2 - Discussion
3 - Penalty
4 - Suspension
5 - Expulsion
6 - Grade Lowered

1	2	3	4	5	6	55-1.	Skipping school
1	2	3	4	5	6	56-2.	Fighting another student
1	2	3	4	5	6	57-3.	Stealing from the school
1	2	3	4	5	6	58-4.	Organizing students to protest something
1	2	3	4	5	6	59-5.	Damaging school property
1	2	3	4	5	6	60-6.	Being high on drugs
1	2	3	4	5	6	61-7.	Using obscene or profane language

FIRST OFFENSE - CLASSROOM

17. For each of the following, circle the response that best indicates, for this class, what would happen to a student the first time he or she were caught doing it.

1- Nothing
2 - Discussion
3 - Penalty
4 - Suspension
5 - Expulsion
6 — Grade Lowered

1	2	3	4	5	6	62-1. Arriving late to class
1	2	3	4	5	6	63-2. Copying someone else's work
1	2	3	4	5	6	64-3. Cheating on an exam
1	2	3	4	5	6	65-4. Not turning in an assignment
1	2	3	4	5	6	66-5. Talking back to the teacher
1	2	3	4	5	6	67-6. Refusing to participate in class activities

18. In the following questions we want to know how equally rules are enforced in your school. In each situation given below, indicate whether the circumstance would cause the punishment to be less, whether it would make no difference, or whether the punishment would be harsher. (Circle one number for each situation.)

1 - The punishment would be less, lighter

2 - It would make no difference

3 - The punishment would be more, harsher

A student breaks a rule for which the usual punishment is expulsion. What difference, if any, would it make if the student:

1	2	3	68-1.	Is a girl
1	2	3	69-2.	Is non-white
1	2	3	70-3.	Gets good grades
1	2	3	71-4.	Is a leading athlete or cheerleader
1	2	3	72-5.	Is not widely known in school
1	2	3	73-6.	Is young (freshman or sophomore)
1	2	3	74-7.	Has parents who are wealthy or well-known in the community
1	2	3	75-8.	Is popular with other students
1	2	3	76-9.	Has older brothers or sisters who had a bad reputation in the school
1	2	3	77-10.	Has a reputation for causing teachers trouble

19. In the following questions we want to know how equally rules are enforced in your school. In each situation given below, indicate whether the circumstance would cause the punishment to be less, whether it would make no difference, or whether the punishment would be harsher. (Circle one number for each situation.)

1 The punishment would be less, lighter

2 It would make no difference

3 The punishment would be more, harsher

A student breaks a rule for which the usual punishment in your class is to have his/her grade lowered. What difference, if any, would it make if the student:

Card 12 in (1-2) Dup 3-11

1 2 3	78-1.	Is a girl
1 2 3	79-2.	Is non-white
1 2 3	80-3.	Gets good grades
1 2 3	12-4.	Is a leading athlete or cheerleader
1 2 3	13-5.	Is not widely known in school
1 2 3	14-6.	Is young (freshman or sophomore)
1 2 3	15-7.	Has parents who are wealthy or well-known in the community
1 2 3	16-8.	Is popular with other students
1 2 3	17-9.	Has older brothers or sisters who had a bad reputation in the school
1 2 3	18-10.	Has a reputation for causing teachers trouble

20. How clear are the rules in your school or class? (Circle one number for each type of rule.)

4 - Very clear -- the rules spell out exactly what would cause this to happen

3 - Fairly clear -- the rules spell out pretty well what would cause this to happen

2 - Fairly unclear -- the rules hardly spell out at all what would cause this to happen

1 - Very unclear -- the rules are so general it all depends on who catches you

0 - Don't know -- I don't know what the rules are concerning this

4	3	2	1	0	19-1.	How clear are the rules for which violation usually leads to expulsion?
4	3	2	1	0	20-2.	How clear are the rules for which violation usually leads to suspension?
4	3	2	1	0	21-3.	How clear are the rules for which violation usually leads to a penalty?
4	3	2	1	0	22-4.	How clear are the rules in your class for which violation usually leads to lowered grades?

21. In this school, how many of the rules do students help make?

☐ 23 - 1. All

☐ 2. Most

☐ 3. Some

☐ 4. None

22. For each of the following a student has been accused of committing an act which could lead to a punishment. Indicate for each whether in your school there would be a hearing (or the student could request a hearing) before the punishment was decided on. (Circle one number for each.)

1 - Yes

2 - Don't Know

3 - No

1 2 3 24-1. A student has been accused of committing an act (violating a rule) which could lead to expulsion. Would there be (or could the student request) a hearing?

1 2 3 25-2. A student has been accused of committing an act (violating a rule) which could lead to suspension. Would there be (or could the student request) a hearing?

1 2 3 26-3. A student has been accused of committing an act (violating a rule) which could lead to a penalty. Would there be (or could the student request) a hearing?

1 2 3 27-4. A student has been accused of committing an act (violating a rule) which could lead to a lowered grade. Would there be (or could the student request) a hearing?

23. To which of the following people would a student be most likely to go to first for help? (Circle one number for each question.)

1 - School Board
2 - Superintendent
3 - Principal
4 - Vice-Principal
5 - Counselors
6 - Teacher
7 - Other Students

1 2 3 4 5 6 7	28-1.	If a student has been expelled and yet thinks he/she is innocent
1 2 3 4 5 6 7	29-2.	If a student has been penalized and yet thinks he/she is innocent
1 2 3 4 5 6 7	30-3.	If a student has been accused of committing an act (violating a rule) which could lead to suspension
1 2 3 4 5 6 7	31-4.	If a student has been accused of committing an act (violating a rule) which could lead to a lowered grade

24. How did you come to take this class? (Check one)

☐ 32-1. I don't know. I just found this on my schedule

☐ 2. It was required

☐ 3. I selected it by myself; I wanted to take it

☐ 4. I was advised to take it, and selected it for that reason

☐ 5. I selected a different course, but I was placed here in spite of that

25. Indicate how each of the following circumstances would have affected a student's chance of getting into this class. (Circle one number for each circumstance.)

1 - Easier -- This would make it easier for the student to get in

2 - No Difference -- This would make no difference on the chances of the student getting in

3 - Harder -- This would make it harder for the student to get in

1 2 3	33-1.	If the student were younger (freshman or sophomore) rather than older (junior or senior)
1 2 3	34-2.	If the student's parents were better known in the community
1 2 3	35-3.	If the student's older brothers or sisters had done well in school
1 2 3	36-4.	If the student's grades were pretty low, rather than pretty high
1 2 3	37-5.	If the student were well known in the school
1 2 3	38-6.	If the student tended to upset and antagonize people, rather than get along well with them

26. Indicate how easy or difficult you think it would be for a student in your school to do each of the following. (Circle one number for each question.)

4 - Very easy

3 - Fairly easy

2 - Fairly difficult

1 - Very difficult or impossible

4	3	2	1	39-1.	Take a course with students at least a grade ahead of you (older)
4	3	2	1	40-2.	Get into the same course where all your friends are
4	3	2	1	41-3.	Take a course which is mostly taken by students of the opposite sex
4	3	2	1	42-4.	Not have to take a course if you can show that you know all the material which will be covered. For example, get credit for the course if you pass an exam, rather than taking the whole course
4	3	2	1	43-5.	Choose exactly the teacher you want in each course
4	3	2	1	44-6.	Choose the content and the kind of teaching that interests you in a course
4	3	2	1	45-7.	Take any combination of courses you like, in whatever sequence pleases you
4	3	2	1	46-8.	Have a new section of a course created if enough students want it
4	3	2	1	47-9.	Voluntarily take a course over again if you once fail it (or do very poorly in it)

27. Suppose you want to switch out of this class after the term is well underway. If you asked permission to switch out for each of the following reasons, indicate how easy it would be for each one. (Circle one number for each reason.)

4 Very easy

3 - Fairly easy

2 - Fairly difficult

1 - Very difficult or impossible

▼	▼	▼	▼		
4	3	2	1	48-1.	Can't get along with other students
4	3	2	1	49-2.	Course is too easy
4	3	2	1	50-3.	Too much work required, even though I'm doing well in the course
4	3	2	1	51-4.	Another course seems more interesting
4	3	2	1	52-5.	I want to leave school earlier in the day to get a job
4	3	2	1	53-6.	My parents are upset with some of the things we've been studying

28. If you were unable to take this course at this time, would you be able to take it at some later time? (Check one)

☐ 54-1. Yes
☐ 2. No

29. If you did not take this course now, approximately how much time would elapse before you could take it? (Check one)

☐ 55-1. Nine weeks (a quarter) or less
☐ 2. A semester
☐ 3. A year
☐ 4. I would never get another chance

30. Have you ever wanted to take a course but been talked out of it?

☐ 56-1. Yes

☐ 2. No

31. If so, who talked you out of it? (If it has happened to you more than once, pick one time and answer the question according to that one time.) (Circle one number for each person below.)

1- Yes	2 - No		
1	2	57-1.	Parents
1	2	58-2.	Friend
1	2	59-3.	Principal or Vice-Principal
1	2	60-4.	Teacher
1	2	61-5.	Counselor
1	2	62-6.	Other (Explain) ________________________

32. If so, how convincing were the following arguments? (Circle one number for each argument.)

1 Very convincing	2 Somewhat convincing	3 Not convincing	4 Not used		
1	2	3	4	63-1.	I would do poorly in the course
1	2	3	4	64-2.	It wouldn't help me be what I wanted to be
1	2	3	4	65-3.	The teacher dislikes people like me
1	2	3	4	66-4.	People like me generally don't take this kind of course
1	2	3	4	67-5.	The teacher is not a good teacher
1	2	3	4	68-6.	The course is not a good course

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33. In each of the following pairs of statements, check the one which most nearly describes the way things work in this class.

☐ 69-1. The teacher expects everyone to do their best in this class; even if you aren't very smart you will get a high grade as long as you do the best work you possibly can

☐ 2. Only the students who do the best work in the class will get high grades, even if they don't have to try very hard to do their work

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☐ 70-1. The teacher "grades on a curve" in this class so that a certain percentage of students will get high grades, a certain percentage will get low grades, and most students will get about average grades

☐ 2. The teacher doesn't "grade on a curve" in this class. Everyone who does good work will get a good grade, and if no one does poorly there will be no low grades

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☐ 71-1. The teacher grades students only on how well they learn the course material; it doesn't matter how hard a student tries or whether other students do better or worse than he/she does. Everyone who learns the course material will get a high grade

☐ 2. The teacher doesn't just grade on how well students learn the course material. The teacher also takes into account how hard the student works, and whether other students did better or worse

34. How often do each of the following people assess or evaluate the quality of the work a student does for this course? Consider only those times when such an assessment or evaluation affects a student's final grade. (Circle the correct response.)

4 – Nearly all the time
3 – Often, regularly
2 – Sometimes, occasionally
1 – Never

4	3	2	1	72-1.	Other students in the class
4	3	2	1	73-2.	The teacher
4	3	2	1	74-3.	A person or persons outside the school who is an expert in the work the student has done
4	3	2	1	75-4.	A panel of people from the school
4	3	2	1	76-5.	The student himself/herself
4	3	2	1	77-6.	Parents

35. Regardless of who evaluates your work during the term, who decides what your final grade or evaluation will be in this class? (Check the correct response.)

☐ 78-1. The teacher makes a final decision without consulting the student

☐ 2. The teacher explains to the student the overall evaluation of the student's work for the course before the decision is made final. This allows for some modification if appropriate

☐ 3. The teacher and the student both make tentative decisions about what the student's final evaluation should be. Then they discuss the matter until they agree

☐ 4. The student makes the final decision without consulting the teacher

☐ 5. The decision is made by experts outside the class

☐ 6. The decision is made by a panel of other students in the class

☐ 7. The decision is made by a group of teachers in the school

36. How often does the teacher of this course use each of the following to tell you their evaluation of your work? (Circle one number for each statement.)

4 – Nearly all the time

3 – Often, regularly

2 – Sometimes or occasionally

1 – Never

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4	3	2	1	79-1.	Grades written on work
4	3	2	1	80-2.	Comments or suggestions written on work
4	3	2	1	12-3.	Grades or rank in class posted in class
4	3	2	1	13-4.	Examples of good or bad work distributed to class
4	3	2	1	14-5.	Individual conferences, in private, where the quality of the student's work is discussed
4	3	2	1	15-6.	Each student's grade is read aloud for the class
4	3	2	1	16-7.	The strengths and weaknesses of a student's work are discussed in front of the whole class

37. Indicate how important each of the following is in determining the final evaluation a student will receive in this class. (Circle the number which best indicates its importance.)

4 - Very important
3 - Moderately important
2 - Somewhat important
1 - Not important
0 - Don't know

4	3	2	1	0	17-1.	Quantity of the student's oral participation
4	3	2	1	0	18-2.	Quantity of the student's written homework
4	3	2	1	0	19-3.	Quality of the student's special projects--research reports, term papers, etc.
4	3	2	1	0	20-4.	How well the student gets along with the teacher
4	3	2	1	0	21-5.	How the student behaves in class
4	3	2	1	0	22-6.	How hard the student tries to learn the material
4	3	2	1	0	23-7.	The student's previous record in school
4	3	2	1	0	24-8.	What the student thinks he/she deserves
4	3	2	1	0	25-9	Scores on school-wide tests

38. How frequently do each of the following activities take place as a part of this class? (Circle one number in response to each question.)

4 -- Nearly all the time

3 -- Often, regularly

2 -- Sometimes, occasionally

1 - Never has happened

4	3	2	1	26-1.	Working in class on your own independent project
4	3	2	1	27-2.	Having the teacher lead the instruction (lecture, total class discussion)
4	3	2	1	28-3.	Having class field trips (visiting a museum, a factory)
4	3	2	1	29-4.	Doing homework assignments outside class (answering questions, reading books or articles, making an exhibit or a poster)
4	3	2	1	30-5.	Experiencing or practicing adult behaviors in class (pretending to be interviewing for a job, role playing a Civil War general)
4	3	2	1	31-6.	Using computer terminals, tape recorders, television, film projectors, or other available machines

39. Different teachers like different things to happen in their classrooms. We want to know how you think this teacher feels about each of the following kinds of activities taking place in this class. For each statement below, circle the number which you think best describes the way things are in this class.

3 - Encouraged (the teacher really wants students to do it)
2 - Permitted (the teacher allows this to happen, but doesn't encourage it)
1 - Discouraged (the teacher doesn't like this to happen, gets upset if it does
0 - Does not apply to this class

3	2	1	0	32-1.	Students stating an opinion of course material that differs from the textbook
3	2	1	0	33-2.	Students raising questions about the way the teacher assigns grades
3	2	1	0	34-3.	Students questioning the way the topic is being taught
3	2	1	0	35-4.	Students raising questions about the kinds of homework assignments

40. How often do students do each of the following kinds of things during this class? (Circle one number for each question.)

4 - Nearly all the time

3 - Often, regularly

2 -- Sometimes or occasionally

1 -- Never has happened

4	3	2	1	36-1.	Predict what would happen and explain why you think it would happen if something specific occurs (e.g., if the South had won the war; if a depression put thousands of people out of work today)
4	3	2	1	37-2.	Based on specific standards or evidence, tell why you did or did not like something (e.g., a book you read)
4	3	2	1	38-3.	Recall specific facts or ideas from memory
4	3	2	1	39-4.	Describe the historical development of some aspect of the subject (e.g., improvements in the internal combustion engine since World War II; changes in the concept of "Civil Rights" since 1955, etc.)
4	3	2	1	40-5.	Lay out a plan for getting something done (e.g., turn in an outline for a term project; list the steps to be followed in repairing a punctured tire)

41. How often are these things emphasized in this class? (Circle one response for each question.)

4 -- Nearly all the time

3 -- Often, regularly

2 - Sometimes, occasionally

1 -- Never

4	3	2	1	41-1.	Be tolerant of people who are different
4	3	2	1	42-2.	Alter your opinions when new facts contradict them
4	3	2	1	43-3.	Pursue things of importance to you, even if others think them unimportant
4	3	2	1	44-4.	Choose the best alternative available even if none of them is ideal

42. For each of the statements below, circle the number which best shows the way people feel about it in your school.

1 – Students are not encouraged to believe this in my school

2 – Many of the staff encourage students to believe this, but the students do not expect others to believe it

3 – Many of the students encourage other students to believe this, but the staff does not expect students to believe it

4 – Many (but not all) of the staff and students encourage other students to believe this

5 – There is so much encouragement and pressure to believe this that students never say they believe anything different

1 2 3 4 5 45-1. The school should have rules that cover almost all aspects of a student's behavior

1 2 3 4 5 46-2. A student should receive course grades on his/her overall qualities as a person, not just on how well he/she does school work

1 2 3 4 5 47-3. A student's grade should depend on how well the student behaves in class

1 2 3 4 5 48-4. A student's grade should only depend on how much he/she can demonstrate that he/she knows

1 2 3 4 5 49-5. If more students than can be handled sign up for a course, the selection of students for the course should be done at random

1 2 3 4 5 50-6. Students who break the same rule should have their punishments adjusted if their case has special circumstances

1 2 3 4 5 51-7. Only the teacher should evaluate a student's work

1 2 3 4 5 52-8. A student's grade should depend on how much he/she participates in classroom discussion

1 2 3 4 5 53-9. If more students than can be handled sign up for a course, the teacher ought to be able to pick the students he/she wants

1 2 3 4 5 54-10. Students who are accused of something should be considered innocent and not punished until proven guilty

42. For each of the statements below, circle the number which best shows the way people feel about it in your school.

1 – Students are not encouraged to believe this in my school

2 – Many of the staff encourage students to believe this, but the students do not expect others to believe it

3 – Many of the students encourage other students to believe this, but the staff does not expect students to believe it

4 – Many (but not all) of the staff and students encourage other students to believe this

5 – There is so much encouragement and pressure to believe this that students never say they believe anything different

1 2 3 4 5	55-11.	Students should get high grades if they learn the course material, regardless of how everyone else does
1 2 3 4 5	56-12.	The evaluation of a student's work by the teacher should always show the student what the strengths and weaknesses of it are
1 2 3 4 5	57-13.	The staff should have the right to make up whatever rules they want
1 2 3 4 5	58-14.	If a student does poorly in a course, he/she should have another chance to improve his/her grade
1 2 3 4 5	59-15.	All students should complete an assignment or piece of work by the same time
1 2 3 4 5	60-16.	The staff should be able to discipline students and not have their decisions questioned by the students
1 2 3 4 5	61-17.	Students should be informed at the beginning of the course exactly what they have to do in order to get a certain grade
1 2 3 4 5	62-18.	Students should have a say in deciding what and how much they need to learn in order to get a particular grade or course credit
1 2 3 4 5	63-19.	There is something wrong with students who don't obey rules
1 2 3 4 5	64-20.	Evaluations of students' performance should be used to help them find out what they haven't learned
1 2 3 4 5	65-21.	Students should feel guilty when they break a rule, even if they get away with it

43. For each of the statements below, circle the number which best shows the way people react to it in your school.

1 – This is not expected or rewarded in my school

2 – This is expected or rewarded by many of the staff in my school, but not by the students

3 – This is expected or rewarded by many of the students in my school, but not by the staff

4 – This is expected or rewarded by many of the staff and students in my school

5 – This is expected or rewarded by everyone in this school (no one ever questions it)

1	2	3	4	5	66-1.	Students ought to do a lot of memorizing
1	2	3	4	5	67-2.	Students ought to form an intelligent, well-justified opinion about something studied
1	2	3	4	5	68-3.	Students ought to accept the teacher's opinion as better than their own
1	2	3	4	5	69-4.	Students should be willing to study whatever topic the teacher wants them to study
1	2	3	4	5	70-5.	Students should learn to consider things from many points of view
1	2	3	4	5	71-6.	Students should try to influence how they will study things in a particular course
1	2	3	4	5	72-7.	Students should learn by doing the same kind of class activities day after day
1	2	3	4	5	73-8.	Students ought to learn through experiencing, not just through reading or being told

43. For each of the statements below, circle the number which best shows the way people react to it in your school.

1 – This is not expected or rewarded in my school

2 – This is expected or rewarded by many of the staff in my school, but not by the students

3 – This is expected or rewarded by many of the students in my school, but not by the staff

4 – This is expected or rewarded by many of the staff and students in my school

5 – This is expected or rewarded by everyone in this school (no one ever questions it)

1	2	3	4	5	74-9.	Students ought to know what the rules are in the school
1	2	3	4	5	75-10.	Students ought to obey any rule that the school has
1	2	3	4	5	76-11.	Students ought to be involved in making up the rules which affect them
1	2	3	4	5	77-12.	Students ought to ask permission to do anything in this school, even though they know it's O.K. and will be allowed
1	2	3	4	5	78-13.	Students should decide what courses they want to take and when to take them
1	2	3	4	5	79-14.	Students should try to get the school to offer the courses they want to take
1	2	3	4	5	80-15.	Once a student begins a class, he/she should stick to it and not try to switch to another, even if he/she is not satisfied

Form Approved
OMB No. 51-S75001

FORM B

PATTERNS OF SCHOOL FUNCTIONING

GENERAL INSTRUCTIONS

In this questionnaire we are concerned with how things are done in your school. Some of the questions refer to the school as a whole. Some refer to a particular class. If a question refers to a particular class, answer with reference to the class you are in now (unless you have received other instructions).

In answering the questions, think of your overall experience in this school or class. Try to be fair. Try not to be overly influenced by one particularly good experience, or one bad one.

Your responses will be strictly confidential. Your name will not be associated in any identifiable way with your specific responses. Nevertheless, if you find any question objectionable, you may simply skip it and go on to the next one.

Feel free to use the space in the margin to elaborate, explain, or qualify your responses as fully as you wish.

Jerry L. Fletcher
Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

Draft Questionnaire for
Research Purposes Only
Not to be Used Without
Written Permission of
Dr. Jerry L. Fletcher

PERSONAL INFORMATION

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(1-2)

1. School Code Number (to be provided by the teacher) ☐☐☐ (5) (6) (7)

2. Class Code Number (to be provided by the teacher) ☐☐ (8) (9)

3. Subject Code Number (to be provided by the teacher) ☐☐ (10) (11)

4. What grade are you in in school? (check one).

12-1. ☐ Grade nine (9)
2. ☐ Grade ten (10)
3. ☐ Grade eleven (11)
4. ☐ Grade twelve (12)

5. How many years have you been in this school?
This is my (check one):

13-1. ☐ First year
2. ☐ Second year
3. ☐ Third year
4. ☐ Fourth year
5. ☐ Fifth year
6. ☐ Sixth year
7. ☐ More than sixth year

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6. How old are you today? (check one)

14-1. ☐ 13
2. ☐ 14
3. ☐ 15
4. ☐ 16
5. ☐ 17
6. ☐ 18
7. ☐ 19
8. ☐ Older than 19

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7. Your sex: (check one)

15-1. ☐ Male
2. ☐ Female

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8. With which cultural group do you identify yourself? (check one)

16-1. ☐ Caucasian-American (White)
2. ☐ Afro-American
3. ☐ Spanish American
4. ☐ Native American (Indian)
5. ☐ Asian American
6. ☐ Other (specify) ______________________
7. ☐ Don't Know

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9. Check the highest level of education achieved by each parent.

	Mother		Father	
17-1.	☐	18-1.	☐	Attended graduate or professional school
2.	☐	2.	☐	Graduated from 4-year college
3.	☐	3.	☐	Some college (including community college, but less than 4 years)
4.	☐	4.	☐	Technical, vocational or business school after high school
5.	☐	5.	☐	Graduated from high school
6.	☐	6.	☐	Some junior high or high school, but did not graduate from high school
7.	☐	7.	☐	Completed grade school
8.	☐	8.	☐	None or some grade school
9.	☐	9.	☐	Don't know

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10. In general, how good has your record as a student (your "grades") been in the last two years of school? (check one)

19-1. ☐ One of the best in the school
2. ☐ Above average
3. ☐ Average
4. ☐ Below average

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11. How much more schooling do you presently plan to obtain? (check one)

20-1. ☐ I plan to quit high school soon, before graduation
2. ☐ I plan to finish high school only
3. ☐ I plan to take some post-high school training (technical school, vocational school); not college
4. ☐ I plan to take some college (including community or junior college) but less than four years
5. ☐ I plan to get a college degree
6. ☐ I plan to get more than a college degree (graduate school or professional school)

12. For each of the following indicate whether you agree or disagree with the statement. (Circle one number for each question.)

4 Strongly agree
3 Tend to agree
2 Tend to disagree
1 Strongly disagree

4 3 2 1 21-1. Good luck is more important than hard work for success

4 3 2 1 22-2. Every time I try to get ahead, something or someone stops me

4 3 2 1 23-3. People like me don't have much of a chance to be successful in life

4 3 2 1 24-4. When a person is born, the success he/she is going to have is already in the cards, so he/she might as well accept it and not fight against it

4 3 2 1 25-5. Other people have more control over a person's future than the person him/herself does

4 3 2 1 26-6. Success in the occupational world depends more on luck than on ability and willingness to work

13. How true are each of the following in this school? (Circle one number for each statement.)

4 – Definitely true

3 – Tends to be true

2 – Tends not to be true

1 – Definitely not true

4	3	2	1	30-1.	As long as you're doing no harm, the teachers here don't really enforce the rules
4	3	2	1	31-2.	Generally, students do what they're told in this school
4	3	2	1	32-3.	This school has rules to cover everything a student might think of doing
4	3	2	1	33-4.	In this school if teachers catch students breaking rules, they send them to the principal or vice-principal to be punished
4	3	2	1	34-5.	Even though I've read or been told what the rules are, I'm often unsure whether something I do is against the rules
4	3	2	1	35-6.	In this school the teachers are responsible for enforcing rules. Only the most extreme cases are handled by the principal or vice-principal
4	3	2	1	36-7.	The only rules we have around here are ones that help us learn
4	3	2	1	37-8.	Students are expected to report other students, if they see them violating school rules

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14. How true are each of the following in this class? (Circle one number for each statement.)

4 Definitely true

3 Tends to be true

2 Tends not to be true

1 Definitely not true

4	3	2	1	38-1.	Students know in advance what they have to do in order to show that they have mastered a skill
4	3	2	1	39-2.	Students are required to take a test or complete an assignment or project by a certain date. No extensions are granted
4	3	2	1	40-3.	Whenever we start a new unit of work, the teacher gives us a "test" so students can find out what they already know, and what they still have to learn
4	3	2	1	41-4.	The students can influence when they will study for this class, and when they will do something else
4	3	2	1	42-5.	When students' work is evaluated in this class, the teacher uses the results to help each student find out what he/she hasn't learned
4	3	2	1	43-6.	Students can go about learning the course material in whatever way is best for them, what matters is that they learn the material, not how they do it
4	3	2	1	44-7.	The students can influence how they will go about learning the subject matter of the course
4	3	2	1	45-8.	If students feel they need it, they can usually get additional time to complete a piece of work
4	3	2	1	46-9.	The student can influence the kind of materials used in this class
4	3	2	1	47-10.	Regardless of how many things we do, the final grade (or whether or not we get credit) is usually determined by only one thing (such as, a test at the end of the term)

DEFINITIONS

For the next set of questions you will need to know these definitions. As you are answering the questions you may turn back to look at them if you forget.

1 Nothing -- No rule against this, or if there is no one enforces it

2 Discussion -- The teacher or principal would discuss the behavior problem with the student (sometimes also with the parents) and together they would work out a way to keep it from happening again. This often involves a warning

3 Penalty -- The student would be penalized; for example, detention after school, put on probation, declared ineligible for athletics, fined, removed from class

4 Suspension -- The student would be denied permission to attend school for several days. Often parents have to come with the student to get him/her back into school

5 Expulsion -- The student would be permanently denied permission to attend school

6 Grade Lowered -- Student's grade is lowered

FIRST OFFENSE

15. For each of the following, circle the response that best indicates, for your school, what would happen to a student the first time he or she were caught doing it.

1 - Nothing
2 - Discussion
3 - Penalty
4 - Suspension
5 - Expulsion
6 - Grade Lowered

1	2	3	4	5	6	48-1.	Smoking cigarettes (outside any designated smoking area)
1	2	3	4	5	6	49-2.	Taking something from another student either by theft or pressure
1	2	3	4	5	6	50-3.	Striking/fighting with a teacher
1	2	3	4	5	6	51-4.	Being in the hall during class time
1	2	3	4	5	6	52-5.	Distributing written material critical of the school
1	2	3	4	5	6	53-6.	Wearing clothes which are sloppy or unclean
1	2	3	4	5	6	54-7.	Leaving the school grounds during school hours

REPEATED OFFENSES

16. For each of the following circle the response that best indicates, for your school, what would happen to a student who does it repeatedly, has been caught several times, and now has just been caught again.

1 - Nothing
2 - Discussion
3 - Penalty
4 - Suspension
5 - Expulsion
6 - Grade Lowered

1	2	3	4	5	6	55-1.	Smoking cigarettes (outside any designated smoking area)
1	2	3	4	5	6	56-2.	Taking something from another student either by theft or pressure
1	2	3	4	5	6	57-3.	Striking/fighting with a teacher
1	2	3	4	5	6	58-4.	Being in the hall during class time
1	2	3	4	5	6	59-5.	Distributing written material critical of the school
1	2	3	4	5	6	60-6.	Wearing clothes which are sloppy or unclean
1	2	3	4	5	6	61-7.	Leaving the school grounds during school hours

REPEATED OFFENSES - CLASSROOM

17. For each of the following circle the response that best indicates, for this class, what would happen to a student who does it repeatedly, has been caught several times, and now has just been caught again.

1 — Nothing
2 — Discussion
3 — Penalty
4 — Suspension
5 — Expulsion
6 — Grade Lowered

1	2	3	4	5	6	62-1. Arriving late to class
1	2	3	4	5	6	63-2. Copying someone else's work
1	2	3	4	5	6	64-3. Cheating on an exam
1	2	3	4	5	6	65-4. Not turning in an assignment
1	2	3	4	5	6	66-5. Talking back to the teacher
1	2	3	4	5	6	67-6. Refusing to participate in class activities

18. In the following questions we want to know how equally rules are enforced in your school. In each situation given below, indicate whether the circumstance would cause the punishment to be less, whether it would make no difference, or whether the punishment would be harsher. (Circle one number for each situation.)

1 - The punishment would be less, lighter

2 - It would make no difference

3 - The punishment would be more, harsher

A student breaks a rule for which the usual punishment is suspension. What difference, if any, would it make if the student:

1	2	3	[illegible]-1.	Is a girl
1	2	3	69-2.	Is non-white
1	2	3	70-3.	Gets good grades
1	2	3	71-4.	Is a leading athlete or cheerleader
1	2	3	72-5.	Is not widely known in school
1	2	3	73-6.	Is young (freshman or sophomore)
1	2	3	74-7.	Has parents who are wealthy or well-known in the community
1	2	3	75-8.	Is popular with other students
1	2	3	76-9	Has older brothers or sisters who had a bad repuation in school
1	2	3	77-10.	Has a repuation for causing teachers trouble

19. In the following questions we want to know how equally rules are enforced in your school. In each situation given below, indicate whether the circumstance would cause the punishment to be less, whether it would make no difference, or whether the punishment would be harsher. (Circle one number for each situation.)

1 The punishment would be less, lighter

2 It would make no difference

3 The punishment would be more, harsher

A student breaks a rule for which the usual punishment is a penalty. What difference, if any, would it make if the student:

1 2 3	78-1.	Is a girl
1 2 3	79-2.	Is non-white
1 2 3	80-3.	Gets good grades
1 2 3	12-4.	Is a leading athlete or cheerleader
1 2 3	13-5.	Is not widely known in school
1 2 3	14-6.	Is young (freshman or sophomore)
1 2 3	15-7.	Has parents who are wealthy or well-known in the community
1 2 3	16-8.	Is popular with other students
1 2 3	17-9.	Has older brothers or sisters who had a bad reputation in the school
1 2 3	18-10.	Has a reputation for causing teachers trouble

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20. How clearly do you know what you could be punished for in your school or class? (Circle one number for each type of action.)

4 - Very clear -- I know exactly what the actions are that would cause this to happen to me

3 - Fairly clear -- I know pretty well what the actions are that would cause this to happen to me

2 - Fairly unclear -- I hardly know at all what the actions are that would cause this to happen to me

1 - Very unclear -- I'm very unsure what the actions are that would cause this to happen to me

0 - Don't know — I don't think this punishment is used here. I've never known of anyone who was punished this way

4	3	2	1	0	19-1.	How clearly do you know what actions could cause you to be expelled?
4	3	2	1	0	20-2.	How clearly do you know what actions could cause you to be suspended?
4	3	2	1	0	21-3.	How clearly do you know what actions could cause you to be punished by a penalty?
4	3	2	1	0	22-4.	How clearly do you know what actions in your class could cause you to have your grade lowered?

21. In this class, how many of the rules do students help make?

☐ 23-1. All
☐ 2. Most
☐ 3. Some
☐ 4. None

22. For each of the following a student has received a punishment. Indicate for each whether a student in your school could appeal to have the punishment changed or eliminated. (Circle one number for each.)

1 - Yes
2 - Don't Know
3 - No

1	2	3	24-1.	A student has been expelled, and yet thinks he/she is innocent. Is there an appeal process the student could use?
1	2	3	25-2.	A student has been suspended, and yet thinks he/she is innocent. Is there an appeal process the student could use?
1	2	3	26-3.	A student has been penalized, and yet thinks he/she is innocent. Is there an appeal process the student could use?
1	2	3	27-4.	A student has had his/her grade lowered, and yet thinks he/she is innocent. Is there an appeal process the student could use?

23. To which of the following people would a student be most likely to go to first for help? (Circle one number for each question.)

1 – School Board
2 – Superintendent
3 – Principal
4 – Vice-Principal
5 – Counselors
6 – Teacher
7 – Other Students

1	2	3	4	5	6	7	28-1.	If a student has been suspended and yet thinks he/she is innocent
1	2	3	4	5	6	7	29-2.	If a student has had a grade lowered and yet thinks he/she is innocent
1	2	3	4	5	6	7	30-3.	If a student has been accused of committing an act (violating a rule) which could lead to expulsion
1	2	3	4	5	6	7	31-4.	If a student has been accused of committing an act (violating a rule) which could lead to a penalty

24. How did you come to take this class? (Check one)

☐ 32-1. I don't know. I just found this on my schedule

☐ 2. It was required

☐ 3. I selected it by myself; I wanted to take it

☐ 4. I was advised to take it, and selected it for that reason

☐ 5. I selected a different course, but I was placed here in spite of that

25. Indicate how each of the following circumstances would have affected a student's chance of getting into this class. (Circle one number for each circumstance.)

1 - Easier -- This would make it easier for the student to get in

2 - No Difference -- This would make no difference on the chances of the student getting in

3 - Harder -- This would make it harder for the student to get in

1	2	3	33-1.	If the student were a boy rather than a girl
1	2	3	34-2.	If the student were non-white rather than white
1	2	3	35-3.	If the student were one of the less intelligent students in the school, rather than one of the more intelligent
1	2	3	36-4.	If the student's friends were well-regarded by the staff in the school, rather than not well-regarded
1	2	3	37-5.	If the student had a more adult attitude about school, rather than a childish one
1	2	3	38-6.	If the student's parents were wealthy, rather than poor

26. Indicate how easy or difficult you think it would be for a student in your school to do each of the following. (Circle one number for each question.)

4 - Very easy	3 - Fairly easy	2 - Fairly difficult	1 - Very difficult or impossible		
4	3	2	1	39-1.	Take a course even if you haven't had all of the prerequisites (the courses you are supposed to have had which lead up to it)
4	3	2	1	40-2.	Take a course by choice with students at least a grade younger than yourself
4	3	2	1	41-3.	Take a course that your parents don't want you to take
4	3	2	1	42-4.	Not have to take a course over again if you once fail it
4	3	2	1	43-5.	Participate in some useful out-of-school work activity during school time and get credit for it
4	3	2	1	44-6.	Repeat just the part of a course you had trouble with or need to improve in
4	3	2	1	45-7.	Switch to a different course in the same subject if the course you're in now seems either too easy or too hard
4	3	2	1	46-8.	Switch to a different subject once the course has started if the course seems uninteresting
4	3	2	1	47-9.	Create a new course if enough students want it

27. Suppose you want to switch out of this class after the term is well underway. If you asked permission to switch out for each of the following reasons, indicate how easy it would be for each one. (Circle one number for each reason.)

4 - Very easy

3 - Fairly easy

2 - Fairly difficult

1 - Very difficult or impossible

4	3	2	1	48-1.	Personality conflict with teacher
4	3	2	1	49-2.	Failing or nearly failing course
4	3	2	1	50-3.	The teacher is not doing a very good job of teaching the course
4	3	2	1	51-4.	Dislike the subject
4	3	2	1	52-5.	My friends are in another course
4	3	2	1	53-6.	Another course would better prepare me for the type of occupation I eventually want to have

28. If you were unable to take this course at this time, would you be able to take it at some later time? (Check one)

☐ 54-1. Yes
☐ 2. No

29. If you did not take this course now, approximately how much time would elapse before you could take it? (Check one)

☐ 55-1. Nine weeks (a quarter) or less
☐ 2. A semester
☐ 3. A year
☐ 4. I would never get another chance

30. Have you _ever_ selected a course but then not been able to take it?

☐ 56-1. Yes

☐ 2. No

31. If yes, which of the following was true? (If it has happened to you more than once, pick one time and answer the question according to that one time.)
(Circle one number for each reason below.)

1 - Yes

2 - No

1	2	57-1.	I couldn't schedule what I wanted
1	2	58-2.	I didn't have the prerequisites for the course I wanted
1	2	59-3.	The course was full by the time my name came up
1	2	60-4.	I was denied permission to take the course I wanted
1	2	61-5.	I was talked out of taking the course I wanted

32. In what way did each of the following persons or groups affect whether you got into this class? (Circle one number for each item.)

3 Made the decision, or had to approve the decision, for me to take the course

2 Gave me advice about whether or not to take this course

1 Had no influence (or I don't know of any)

3	2	1	62-1.	The teacher of this class
3	2	1	63-2.	Principal or Vice-Principal
3	2	1	64-3.	Guidance Counselors
3	2	1	65-4.	Other Students
3	2	1	66-5.	Parents
3	2	1	67-6.	Other Teachers
3	2	1	68-7.	Other Adults

33. In each of the following pairs of statements, check the one which most nearly describes the way things work in this class.

☐ 69-1. The teacher expects everyone to do their best in this class; even if you aren't very smart you will get a high grade as long as you do the best work you possibly can

☐ 2. Only the students who do the best work in the class will get high grades, even if they don't have to try very hard to do their work

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☐ 70-1. The teacher "grades on a curve" in this class so that a certain percentage of students will get high grades, a certain percentage will get low grades, and most students will get about average grades

☐ 2. The teacher doesn't "grade on a curve" in this class. Everyone who does good work will get a good grade, and if no one does poorly there will be no low grades

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☐ 71-1. The teacher grades students only on how well they learn the course material; it doesn't matter how hard a student tries or whether other students do better or worse than he/she does. Everyone who learns the course material will get a high grade

☐ 2. The teacher doesn't just grade on how well students learn the course material. The teacher also takes into account how hard the student works, and whether other students did better or worse

34. How often are each of the following used for determining which method of evaluation a class will have? This method of deciding is used:

4 - In virtually all the classrooms in the school
3 - In most of the classrooms, but not all
2 - In some classrooms
1 - In very few classrooms
0 - Not used at all

4 3 2 1 0	72-1.	The principal or the School Board determine the method of evaluation. Teachers have no choice
4 3 2 1 0	73-2.	Teachers decide which method of evaluation will be used for all students in their class
4 3 2 1 0	74-3.	All the courses of one type use one method and all the courses of other types use other methods, regardless of who the teacher happens to be (e.g., all shop courses use letter grades, all academic electives use "pass-fail")
4 3 2 1 0	75-4.	The students and teacher in each class decide together which method will be used for the entire class
4 3 2 1 0	76-5.	Students can decide by themselves how they want to be evaluated in a particular course
4 3 2 1 0	77-6.	Students can decide by themselves how they want to be evaluated in a particular course, as long as their parents approve

35. Which of the following best describes the way the decision is made in this class about the amount and quality of work that has to be done to get a particular grade (or credit for a unit of work)? Check one only.

☐ 78-1. The teacher decides, and the decision holds for the whole class

☐ 2. The teacher decides, but the decision is often different for different students

☐ 3. The teacher and the students negotiate the amount and quality of the work to be done by the members of the class

☐ 4. The teacher and each student draw up an agreement or contract for the student

☐ 5. The students decide among themselves, and the decision holds for everyone

☐ 6. Each student decides for himself what he/she will do

☐ 7. The decision is made outside the class. Neither the teacher nor the students have the power to change what is decided

36. At the end of this class, will your final evaluation be: (Circle the letter for "Yes" or "No" to each question.)

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1 - Yes	2 - No		
1	2	79-1.	A letter grade
1	2	80-2.	A number grade
1	2	12-3.	A grade of either "pass" or "fail"
1	2	13-4.	A record of either "pass" or "credit", or "no credit"
1	2	14-5.	A record or certificate of "competency" for each skill you have mastered
1	2	15-6.	A written evaluation from the teacher

Who decided which kind of evaluation you would receive in this class? (Check the correct response.)

☐ 16-1. No one really decided; this is the only way things are done in this school

☐ 2. The teacher decided this is the kind of evaluation every student in the class would receive

☐ 3. The teacher and students discussed this at the beginning of the class and decided on this kind of evaluation together

☐ 4. I decided by myself that this is the kind of evaluation I want in this class; other students in the class may be receiving different kinds of evaluation

☐ 5. I decided with my parents what kind of evaluation I would get in this class; they had to approve my choice before it would be acceptable to the school (teacher)

37. Indicate how important each of the following is in determining the final evaluation a student will receive in this class. (Circle the number which best indicates its importance.)

4 – Very important
3 – Moderately important
2 – Somewhat important
1 – Not important
0 – Don't know

4	3	2	1	0	17-1.	Quality of the student's written classwork
4	3	2	1	0	18-2.	Grades on tests the teacher makes up
4	3	2	1	0	19-3.	Quality of the student's oral participation
4	3	2	1	0	20-4.	Quality of the student's written homework
4	3	2	1	0	21-5.	Demonstrated mastery of specific skills by the student
4	3	2	1	0	22-6.	The student's willingness to help other students
4	3	2	1	0	23-7.	The student's attitude toward this class
4	3	2	1	0	24-8.	How popular or important the student is in school
4	3	2	1	0	25-9.	Scores on department-wide tests

38. How frequently do each of the following activities take place as a part of this class? (Circle one number in response to each question.)

4 - Nearly all the time
3 - Often, regularly
2 - Sometimes, occasionally
1 - Never has happened

4	3	2	1	26-1.	Working in class alone on work the teacher assigns
4	3	2	1	27-2.	Working in class in a small group of students on a group activity or assignment (discussions, committee work)
4	3	2	1	28-3.	Having one student lead a learning activity during class time (giving a report, acting as teacher)
4	3	2	1	29-4.	Having guest speaker come to class (talk by someone from the Chamber of Commerce)
4	3	2	1	30-5.	Gathering information from people or places in the community other than the library (interviewing someone, visiting an exhibit, attending a public meeting)
4	3	2	1	31-6.	Experiencing adult activities in the community (working for a company, being a volunteer in an organization)

39. Different teachers like different things to happen in their classrooms. We want to know how you think this teacher feels about each of the following kinds of activities taking place in this class. For each statement below, circle the number which you think best describes the way things are in this class.

3 - Encouraged (the teacher really wants students to do it)

2 - Permitted (the teacher allows this to happen, but doesn't encourage it)

1 - Discouraged (the teacher doesn't like this to happen, gets upset if it does

0 - Does not apply to this class

3	2	1	0	32-1.	Students stating an opinion of course material that differs from the teacher
3	2	1	0	33-2.	Students raising questions about the teacher's rules for class behavior
3	2	1	0	34-3.	Students raising questions about why they are studying a certain topic
3	2	1	0	35-4.	Students raising questions about the amount of homework assigned

40. How often do students do each of the following kinds of things during this class? (Circle on number for each question.)

4 - Nearly all the time

3 - Often, regularly

2 - Sometimes or occasionally

1 - Never has happened

4 3 2 1	36-1.	Tell how an expert in the field would go about solving a problem (e.g., how a TV repairman identifies what's wrong with the TV set)
4 3 2 1	37-2.	Apply skills or ideas learned in one situation to another, different situation (e.g., applying something you learned in history to current events; applying principles of electricity to house wiring)
4 3 2 1	38-3.	Analyze the techniques people use to get you to believe something (e.g., analyze a political speech or an advertisement for various office machines)
4 3 2 1	39-4.	State a problem in your own words
4 3 2 1	40-5.	Define technical terms (e.g., congruent, iambic pentameter, ledger, solenoid)

41. How often are these things emphasized in this class? (Circle one response for each question.)

4 - Nearly all the time

3 - Often, regularly

2 - Sometimes, occasionally

1 - Never

4	3	2	1	41-1.	Consider something from more than one point of view
4	3	2	1	42-2.	Follow through on something you said you would do
4	3	2	1	43-3.	Identify the things in life that are important for you
4	3	2	1	44-4.	Know clearly one's own values and ethics

42. For each of the statements below, circle the number which best shows the way people feel about it in your school.

1 – Students are not encouraged to believe this in my school

2 – Many of the staff encourage students to believe this, but the students do not expect others to believe it

3 – Many of the students encourage other students to believe this, but the staff does not expect students to believe it

4 – Many (but not all) of the staff and students encourage other students to believe this

5 – There is so much encouragement and pressure to believe this that students never say they believe anything different

1	2	3	4	5	45-1.	The school rules should be limited to those which are necessary to help students
1	2	3	4	5	46-2.	Teachers ought to grade students on whatever basis they wish
1	2	3	4	5	47-3.	A student's grade should depend on how well he/she gets along with the teacher
1	2	3	4	5	48-4.	If a student does poorly on a test to assignment, he/she should have another chance to learn the material before he/she goes on to the next unit
1	2	3	4	5	49-5.	If more students than can be handled sign up for a course, those with better grades should get preference
1	2	3	4	5	50-6.	A student's personal appearance and dress ought to be entirely his/her choice
1	2	3	4	5	51-7.	Students who try very hard to learn the material should get a high grade, even if their work isn't all that great
1	2	3	4	5	52-8.	A student's grade should depend on how well he/she does the homework
1	2	3	4	5	53-9.	The only thing that should determine a student's grade in a course is how much he/she can show he/she can do
1	2	3	4	5	54-10.	If more students than can be handled sign up for a course, new sections of the course should be created to handle the demand

42. For each of the statements below, circle the number which best shows the way people feel about it in your school.

1 – Students are not encouraged to believe this in my school

2 – Many of the staff encourage students to believe this, but the students do not expect others to believe it

3 – Many of the students encourage other students to believe this, but the staff does not expect students to believe it

4 – Many (but not all) of the staff and students encourage other students to believe this

5 – There is so much encouragement and pressure to believe this that students never say they believe anything different

1 2 3 4 5	55-11.	All students who break the same rule should receive the same punishment
1 2 3 4 5	56-12.	If everyone does poorly in a class, the grades should be adjusted so that those who did best get "A's"
1 2 3 4 5	57-13.	Evaluations ought to merely indicate whether the student did well or not
1 2 3 4 5	58-14.	All students should have the same chance to take the courses they want, regardless of who they are or what kind of record they have in school
1 2 3 4 5	59-15.	Students who are a credit to the school should receive a lighter punishment than usual if they break a rule
1 2 3 4 5	60-16.	A student should be able to decide what kind of evaluation he/she will receive at the end of a course or unit of study
1 2 3 4 5	61-17.	A student should be able to take as much time as he/she needs to learn material or complete a project
1 2 3 4 5	62-18.	Teachers should explain how they determine the grades for the students in a course
1 2 3 4 5	63-19.	Only the teacher should decide how much a student needs to learn
1 2 3 4 5	64-20.	Teachers should use the evaluations of their students' work in planning how to correct any problems students had
1 2 3 4 5	65-21.	Only the teacher should decide what a student's final grade is; the student shouldn't have anything to say about it

43. For each of the statements below, circle the number which best shows the way people react to it in your school.

1 – This is not expected or rewarded in my school

2 – This is expected or rewarded by many of the staff in my school, but not by the students

3 – This is expected or rewarded by many of the students in my school, but not by the staff

4 – This is expected or rewarded by many of the staff and students in my school

5 – This is expected or rewarded by everyone in this school (no one ever questions it)

1	2	3	4	5	66-1.	Students ought to learn to restate things they've learned into their own words
1	2	3	4	5	67-2.	Students should develop the ability to apply something learned in one situation to a new and different situation
1	2	3	4	5	68-3.	Students should not question the teacher's authority
1	2	3	4	5	69-4.	Students ought to pursue what is important to them, even if others think those things unimportant
1	2	3	4	5	70-5.	Students should try to influence what they study in a particular course
1	2	3	4	5	71-6.	All students ought to be doing the same activity during class time
1	2	3	4	5	72-7.	Students ought to direct their own learning, not just do what the teacher wants

43. For each of the statements below, circle the number which best shows the way people react to it in your school.

1 - This is not expected or rewarded in my school

2 - This is expected or rewarded by many of the staff in my school, but not by the students

3 - This is expected or rewarded by many of the students in my school, but not by the staff

4 - This is expected or rewarded by many of the staff and students in my school

5 - This is expected or rewarded by everyone in this school (no one ever questions it)

1	2	3	4	5	73-8.	Students ought to know what is not allowed in their school
1	2	3	4	5	74-9.	Students ought to try to change school rules that they don't think are fair or right
1	2	3	4	5	75-10.	Students should appeal any punishment if they think they are innocent
1	2	3	4	5	76-11.	Students should discourage other students from breaking rules
1	2	3	4	5	77-12.	Students ought to obey the rules even though there is no one around to catch them if they don't
1	2	3	4	5	78-13.	Students always ought to take the courses the school staff tells them to take
1	2	3	4	5	79-14.	Students ought to try to switch out of a class before it is over if they think they have a good reason

APPENDIX D

THE FINAL DRAFT OF THE INSTRUMENT

Form Approved
OMB No. 51-S75001
Revised 7/31/75

FORM A

PATTERNS OF SCHOOL FUNCTIONING

GENERAL INSTRUCTIONS

In this questionnaire we are concerned with how things are done in your school. Some of the questions refer to the school as a whole. Some refer to a particular class. If a question refers to a particular class, answer with reference to the class you are in now (unless you have received other instructions).

In answering the questions, think of your overall experience in this school or class. Try to be fair. Try not to be overly influenced by one particularly good experience, or one bad one.

Your responses will be strictly confidential. Your name will not be associated in any identifiable way with your specific responses. Nevertheless, if you find any question objectionable, you may simply skip it and go on to the next one.

Feel free to use the space in the margin to elaborate, explain, or qualify your responses as fully as you wish.

Jerry L. Fletcher
Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

Draft Questionnaire for
Research Purposes Only
Not to be Used Without
Written Permission of
Dr. Jerry L. Fletcher

PERSONAL INFORMATION

Form A
Card 11
in
(1-2)

1. School Code Number (to be provided by the teacher) ☐☐☐ (5) (6) (7)

2. Class Code Number (to be provided by the teacher) ☐☐ (8) (9)

3. Subject Code Number (to be provided by the teacher) ☐☐ (10) (11)

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4. What grade are you in in school? (check one)

12-1. ☐ Grade nine (9)
2. ☐ Grade ten (10)
3. ☐ Grade eleven (11)
4. ☐ Grade twelve (12)

---

5. How many years have you been in this high school?
This is my (check one):

13-1. ☐ First year
2. ☐ Second year
3. ☐ Third year
4. ☐ Fourth year
5. ☐ Fifth year
6. ☐ Sixth year
7. ☐ More than sixth year

---

6. How old are you today? (check one)

14-1. ☐ 15 or under
2. ☐ 16
3. ☐ 17
4. ☐ 18
5. ☐ 19 or older

---

7. Your sex: (check one)

15-1. ☐ Male
2. ☐ Female

---

8. With which one of the following groups do you most closely identify yourself? (check one)

16-1. ☐ Caucasian-American (White)
2. ☐ Afro-American (Black)
3. ☐ Spanish American (Chicano, Puerto Rican, etc.)
4. ☐ Native American (Indian)
5. ☐ Asian American (Japanese, Chinese, etc.)
6. ☐ Other (specify) ______________________________
7. ☐ Don't Know

---

9. Check the highest level of education achieved by each parent.

Mother	Father	
17-1. ☐	18-1. ☐	Attended graduate or professional school (for example, to become a doctor, lawyer, scientist, psychiatrist, etc.)
2. ☐	2. ☐	Graduated from 4-year college
3. ☐	3. ☐	Completed technical, vocational, military or business school after high school; may include some college or community college, but less than 4 years
4. ☐	4. ☐	Graduated from high school, or received a high school diploma by other means
5. ☐	5. ☐	Completed some junior high or high school, but did not graduate from high school
6. ☐	6. ☐	Completed grade school (through grade 6)
7. ☐	7. ☐	None or some grade school
8. ☐	8. ☐	Don't know

---

10. In general, how good has your record as a student (your "grades") been in the last two years of school? (check one)

19-1. ☐ One of the best in the school
2. ☐ Above average
3. ☐ Average
4. ☐ Below average

---

11. How much more schooling do you presently plan to obtain? (check one)

20-1. ☐ I plan to quit high school soon, before graduation
2. ☐ I plan to finish high school only
3. ☐ I plan to take some post-high school training (military school, technical school, vocational school, community or junior college) but less than a four year college degree
4. ☐ I plan to get a college degree
5. ☐ I plan to get more than a college degree (graduate school or professional school to become, for example, a doctor, lawyer, scientist, psychiatrist, etc.)

12. Indicate how easy or difficult you think it would be for you to do each of the following. (Circle one number for each question.)

4 - Very easy

3 - Fairly easy

2 - Fairly difficult

1 - Very difficult or impossible

4	3	2	1	21-1.	Take a course with students at least a grade ahead of you (older)
4	3	2	1	22-2.	Get into the same course where all your friends are
4	3	2	1	23-3.	Not have to take a course if you can show that you know all the material which will be covered. For example, get credit for the course if you pass an exam, rather than taking the whole course
4	3	2	1	24-4.	Choose exactly the teacher you want in each course
4	3	2	1	25-5.	Choose the content and the kind of teaching that interests you in a course
4	3	2	1	26-6.	Take any combination of courses you like, in whatever sequence pleases you
4	3	2	1	27-7.	Have an additional class of a course created if enough students want it

13. Suppose a student wanted to switch out of a class after the term was well underway. If he/she asked permission to switch out and used each of the following reasons, indicate how easy it would be to get the request approved. (Circle one number for each reason.)

4 - Very easy

3 - Fairly easy

2 - Fairly difficult

1 - Very difficult or impossible

4	3	2	1	28-1.	Can't get along with other students
4	3	2	1	29-2.	Too much work required, even though I'm doing well in the course
4	3	2	1	30-3.	Another course seems more interesting
4	3	2	1	31-4.	I want to leave school earlier in the day to get a job

14. Have you ever wanted to take a course but been talked out of it?

☐ 32 -1. Yes

☐ 2. No (Skip to page 8)

15. If so, did any of the following people talk you out of it? (If it has happened to yo more than once, pick one time and answer the question according to that one time. (Circle one number for each person below.)

1- Yes

2 - No

1	2	33-1.	Parents
1	2	34-2.	Friend
1	2	35-3.	Principal or Vice-Principal
1	2	36-4.	Teacher
1	2	37-5.	Counselor

16. If so, how convincing were the following arguments? (Circle one number for each argument.)

1 Very convincing

2 Somewhat convincing

3 Not convincing

4 Not used

1	2	3	4	38-1.	I would do poorly in the course
1	2	3	4	39-2.	It wouldn't help me be what I wanted to be
1	2	3	4	40-3.	The teacher dislikes people like me
1	2	3	4	41-4.	People like me generally don't take this kind of course
1	2	3	4	42-5.	The teacher is not a good teacher
1	2	3	4	43-6.	The course is not a good course

DEFINITIONS

For the next few sets of questions you will need to know these definitions. As you are answering the questions you may turn back to look at them if you forget.

1 Nothing -- No rule against this, or if there is, no one enforces it

2 Discussion -- The teacher or principal would discuss the behavior problem with the student (sometimes also with the parents) and together they would work out a way to keep it from happening again. This often involves a warning

3 Penalty -- The student would be penalized; for example, the student's grade might be lowered; he/she might receive detention after school, be put on probation, declared ineligible for athletics, fined, removed from class

4 Suspension -- The student would be denied permission to attend school for several days. Often parents have to come with the student to get him/her back into school

5 Expulsion -- The student would be permanently denied permission to attend school

17. How clear are the rules in this school? (Circle one number for each type of rule.)

4 – Very clear -- the rules spell out exactly what would cause this to happen

3 – Fairly clear -- the rules spell out pretty well what would cause this to happen

2 – Fairly unclear -- the rules hardly spell out at all what would cause this to happen

1 – Very unclear -- the rules are so general it all depends on who catches you

0 – Don't know -- I don't know what the rules are concerning this

4	3	2	1	0	44-1.	How clear are the rules for which violation usually leads to expulsion?
4	3	2	1	0	45-2.	How clear are the rules for which violation usually leads to suspension?
4	3	2	1	0	46-3.	How clear are the rules for which violation usually leads to a penalty?

18. In this school, how many of the rules do students help make?

☐ 47 - 4. All
☐ 3. Most
☐ 2. Some
☐ 1. None

19. In the following questions we want to know how equally rules are enforced in your school. In each situation given below, indicate whether it would cause the student to be dealt with more leniently, whether it would make no difference, or whether the student would be dealt with more harshly. (Circle one number for each situation.)

1 - The student would be dealt with more leniently, easier

2 - It would make no difference

3 - The student would be dealt with more harshly, harder

A student breaks a rule. The usual method of handling it is expulsion. What difference, if any, would it make if the student:

1	2	3	48-1.	Is a girl
1	2	3	49-2.	Is non-white
1	2	3	50-3.	Gets good grades
1	2	3	51-4.	Is a leading athlete or cheerleader
1	2	3	52-5.	Is not widely known in school
1	2	3	53-6.	Is young (freshman or sophomore)
1	2	3	54-7.	Has parents who are wealthy or well-known in the community
1	2	3	55-8.	Is popular with other students
1	2	3	56-9.	Has older brothers or sisters who had a bad reputation in the school
1	2	3	57-10.	Has a reputation for causing teachers trouble

20. In the following questions we want to know how equally rules are enforced in your school. In each situation given below, indicate whether it would cause the student to be dealt with more leniently, whether it would make no difference, or whether the student would be dealt with more harshly. (Circle one number for each situation.)

1 - The student would be dealt with more leniently, easier

2 - It would make no difference

3 - The student would be dealt with more harshly, harder

A student breaks a rule. The usual method of handling it is for the teacher or principal to discuss the behavior problem with the student and work out a way to keep it from happening again. What difference, if any, would it make if the student:

1	2	3	58-1.	Is a girl
1	2	3	59-2.	Is non-white
1	2	3	60-3.	Gets good grades
1	2	3	61-4.	Is a leading athlete or cheerleader
1	2	3	62-5.	Is not widely known in school
1	2	3	63-6.	Is young (freshman or sophomore)
1	2	3	64-7.	Has parents who are wealthy or well-known in the community
1	2	3	65-8.	Is popular with other students
1	2	3	66-9.	Has older brothers or sisters who had a bad reputation in the school
1	2	3	67-10.	Has a reputation for causing teachers trouble

21. For each of the following a student has been accused of committing an act which could lead to a punishment. Indicate for each whether in your school the student could request a hearing before a higher authority or committee to present his side of the case before the punishment was set. (Circle one number for each.)

1 - Yes
2 - Don't Know
3 - No

1 2 3	68-1.	A student has been accused of committing an act (violating a rule) which could lead to expulsion. Would there be (or could the student request) a hearing?
1 2 3	69-2.	A student has been accused of committing an act (violating a rule) which could lead to suspension. Would there be (or could the student request) a hearing?
1 2 3	70-3.	A student has been accused of committing an act (violating a rule) which could lead to a penalty. Would there be (or could the student request) a hearing?

22. To which of the following people would a student be most likely to go to first for help? (Circle one number for each question.)

1 - School Board or Superintendent
2 - Principal or Vice-Principal
3 - Counselors
4 - Teacher
5 - Other Students

1	2	3	4	5	71-1.	If a student has been expelled and yet thinks he/she is innocent
1	2	3	4	5	72-2.	If a student has been suspended and yet thinks he/she is innocent
1	2	3	4	5	73-3.	If a student has been penalized and yet thinks he/she is innocent

FIRST OFFENSE

23. For each of the following, circle the response that best indicates, for your school, what would happen to a student the first time he or she were caught doing it.

1 - Nothing
2 - Discussion
3 - Penalty
4 - Suspension
5 - Expulsion

1 2 3 4 5	74-1. Skipping school
1 2 3 4 5	75-2. Fighting another student
1 2 3 4 5	76-3. Organizing students to protest something about the school
1 2 3 4 5	77-4. Damaging school property
1 2 3 4 5	78-5. Being high on drugs

REPEATED OFFENSES

24. For each of the following circle the response that best indicates, for your school, what would happen to a student who does it repeatedly, has been caught several times, and now has just been caught again.

1- Nothing
2 - Discussion
3 - Penalty
4 - Suspension
5 - Expulsion

Card 12
in
(1-2)
Dup
3-11

1	2	3	4	5	79-1. Smoking cigarettes (outside any designated smoking area)
1	2	3	4	5	80-2. Taking something from another student either by theft or pressure
1	2	3	4	5	12-3. Writing or passing out material critical of the school
1	2	3	4	5	13-4. Wearing clothes which are sloppy or unclean
1	2	3	4	5	14-5. Leaving the school grounds during school hours

FIRST OFFENSE - CLASSROOM

25. For each of the following, circle the response that best indicates, for this class, what would happen to a student the first time he or she were caught doing it.

1 - Nothing
2 - Discussion
3 - Penalty
4 - Suspension
5 - Expulsion

1	2	3	4	5	15-1.	Arriving late to class
1	2	3	4	5	16-2.	Copying someone else's work
1	2	3	4	5	17-3.	Cheating on an exam
1	2	3	4	5	18-4.	Not turning in an assignment
1	2	3	4	5	19-5.	Skipping class
1	2	3	4	5	20-6.	Refusing to participate in class activities

26.- How true are each of the following in this school? (Circle one number for each statement.)

4 Definitely true

3 Tends to be true

2 Tends not to be true

1 Definitely not true

4	3	2	1	21-1.	Most teachers seem to think students are always up to something, so they just wait for someone to do something wrong
4	3	2	1	22-2.	Generally, students here break school rules any time they think they can get away with it
4	3	2	1	23-3.	You need permission to do anything around this school
4	3	2	1	24-4.	In this school the principal or vice-principal enforces the rules
4	3	2	1	25-5.	Most of the time I never know I've done something wrong until I get "caught". Then I find out it was wrong
4	3	2	1	26-6.	In this school the teachers decide what punishment a student should receive for breaking a rule

27. How true are each of the following in this class? (Circle one number for each statement.)

4 Definitely true

3 Tends to be true

2 Tends not to be true

1 Definitely not true

4	3	2	1	27-1.	At the beginning of this course, the teacher made it clear that we would have to be able to perform a certain number of tasks in order to pass
4	3	2	1	28-2.	Every task assigned has to be done within a specified amount of time
4	3	2	1	29-3.	The teacher usually checks student progress while they are working on an assignement, instead of just waiting until they turn it in to see how they did
4	3	2	1	30-4.	The students help decide what particular aspects of the subject they want to study
4	3	2	1	31-5.	If a student does poorly on a test or assignment, the student is given a chance to learn the material before he/she begins work on the next unit
4	3	2	1	32-6.	In this class it does not matter much how long it takes students to learn something
4	3	2	1	33-7.	The students help decide where (in what kind of physical surroundings) they will do the work for the course
4	3	2	1	34-8.	The students help decide the length of time they will have to learn something for the course
4	3	2	1	35-9.	If we do not do well in a course, there are opportunities to improve the grade later on, after the course is over

---

28. How did you come to take this class? (Check one)

☐ 36-1. I don't know. I just found this on my schedule

☐ 2. It was required

☐ 3. I selected it by myself; I wanted to take it

☐ 4. I was advised to take it, and selected it for that reason

☐ 5. I selected a different course, but I was placed here in spite of that

---

29. Indicate how each of the following circumstances would have affected a student's chance of getting into this class. (Circle one number for each circumstance.)

1 - Easier -- This would make it easier for the student to get in

2 - No Difference -- This would make no difference on the chances of the student getting in

3 - Harder -- This would make it harder for the student to get in

1	2	3	37-1. If the student's friends were well-regarded by the staff in the school, rather than not well-regarded
1	2	3	38-2. If the student were non-white rather than white
1	2	3	39-3. If the student's grades were pretty low, rather than pretty high
1	2	3	40-4. If the student tended to upset and antagonize people, rather than get along with them

30. How frequently do each of the following activities take place as a part of this class? (Circle one number in response to each question.)

4 - Nearly all the time
3 - Often, regularly
2 - Sometimes, occasionally
1 - Never has happened

4	3	2	1	41-1.	Working in class on your own independent project
4	3	2	1	42-2.	Having the teacher lead the instruction (lecture, total class discussion)
4	3	2	1	43-3.	Doing homework assignments outside class (answering questions, reading books or articles, making an exhibit or a poster)
4	3	2	1	44-4.	Experiencing or practicing adult behaviors in class (pretending to be interviewing for a job, role playing a Civil War general)
4	3	2	1	45-5.	Using computer terminals, tape recorders, television, film projectors, or other available machines

31. How often do students do each of the following kinds of thinking during this class? (Circle one number for each question.)

4 - Nearly all the time

3 - Often, regularly

2 - Sometimes or occasionally

1 - Never has happened

4	3	2	1	46-1.	Predict what would happen and explain why you think it would happen _if_ something specific occurs (e.g., if the South had won the war; if a depression put thousands of people out of work today)
4	3	2	1	47-2.	Based on specific standards or evidence, tell why you did or did not like something (e.g., a book you read)
4	3	2	1	48-3.	Describe the historical development of some aspect of the subject (e.g., improvements in the internal combustion engine since World War II; changes in the concept of "Civil Rights" since 1955, etc.)
4	3	2	1	49-4.	Lay out a plan for getting information, or for getting something done (e.g., turn in an outline for a term project; list the steps to be followed in repairing a punctured tire)

32. How often are these attitudes emphasized in this class? (Circle one response for each question.)

4 – Nearly all the time
3 – Often, regularly
2 – Sometimes, occasionally
1 – Never

4	3	2	1	50-1.	Be tolerant of people who are different
4	3	2	1	51-2.	Know clearly your own values and ethics
4	3	2	1	52-3.	Pursue things of importance to you, even if others think them unimportant
4	3	2	1	53-4.	Choose the best alternative available even if none of them is ideal

33. Different teachers like different things to happen in their classrooms. We want to know how you think this teacher feels about each of the following kinds of activities taking place in this class. For each statement below, circle the number which you think best describes the way things are in this class.

3 - Encouraged (the teacher really wants students to do it)

2 - Permitted (the teacher allows this to happen, but doesn't encourage it)

1 - Discouraged (the teacher doesn't like this to happen, gets upset if it does)

0 - Does not apply to this class

3 2 1 0	54-1.	Students raising questions about the kinds of homework assignments
3 2 1 0	55-2.	Students raising questions about the way the teacher assigns grades
3 2 1 0	56-3.	Students questioning the way the topic is being taught

34. Indicate how important each of the following is in determining the final evaluation a student will receive in this class. (Circle the number which best indicates its importance.)

4 - Very important

3 - Moderately important

2 - Somewhat important

1 - Not important

0 - Don't know

4	3	2	1	0	57-1.	Quantity of the student's oral participation
4	3	2	1	0	58-2.	Quantity of the student's written homework
4	3	2	1	0	59-3.	Quality of the student's special projects--research reports, term papers, etc.
4	3	2	1	0	60-4.	How well the student gets along with the teacher
4	3	2	1	0	61-5.	What the student thinks he/she deserves
4	3	2	1	0	62-6.	How hard the student tries to learn the material
4	3	2	1	0	63-7.	Scores on school-wide tests

35. How often do each of the following people assess or evaluate the quality of the work a student does for this course? Consider only those times when such an assessment or evaluation affects a student's final grade. (Circle the correct response.)

4 - Nearly all the time
3 - Often, regularly
2 - Sometimes, occasionally
1 - Never

4 3 2 1	64-1.	Other students in the class evaluate a student's work
4 3 2 1	65-2.	The teacher evaluates a student's work
4 3 2 1	66-3.	A person (or persons) outside the school who is an expert in the work the student has done evaluates a student's work
4 3 2 1	67-4.	A panel of people from the school evaluates a student's work
4 3 2 1	68-5.	The student evaluates his/her own work
4 3 2 1	69-6.	Parents evaluate their children's work

36. Regardless of who evaluates your work during the term, who decides what your final grade or evaluation will be in this class? (Check the correct response.)

☐ 70-1. The teacher makes a final decision without consulting the student

☐ 2. The teacher explains to the student the overall evaluation of the student's work for the course before the decision is made final. This allows for some modification if appropriate

☐ 3. The teacher and the student both make tentative decisions about what the student's final evaluation should be. Then they discuss the matter until they agree

☐ 4. The student makes the final decision without consulting the teacher

☐ 5. The decision is made by experts outside the class

☐ 6. The decision is made by a panel of other students in the class

☐ 7. The decision is made by a group of teachers in the school

37. How often does the teacher of this course use each of the following to tell you his/her evaluation of your work? (Circle one number for each statement.)

4 - Nearly all the time

3 - Often, regularly

2 - Sometimes or occasionally

1 - Never

4	3	2	1	71-1.	Grades written on work
4	3	2	1	72-2.	Comments or suggestions written on work
4	3	2	1	73-3.	Grades or rank in class posted or read aloud in class
4	3	2	1	74-4.	Examples of good or bad work distributed and discussed with the whole class
4	3	2	1	75-5.	Individual conferences, in private, where the quality of the student's work is discussed

38. Below are a set of statements that some schools think students should believe. Circle the number which best shows how much your school tries to get students to believe each statement.

1 The staff as a whole tries to get students not to believe this

2 The staff as a whole does not care one way or the other whether students believe this. No one tries very much to get others to change one way or the other

3 The staff disagrees openly among themselves about whether students should believe this or not

4 The staff tries to get students to believe this in this school

5 Everyone already believes this so completely that almost no one ever questions it

1 2 3 4 5 | 76- 1. The school should have rules that cover almost all aspects of a student's behavior

1 2 3 4 5 | 77- 2. A student should receive course grades on his/her overall qualities as a person, not just on how well he/she does school work

1 2 3 4 5 | 78- 3. A student's grade should only depend on how much he/she can demonstrate that he/she knows

1 2 3 4 5 | 79- 4. Only the teacher should evaluate a student's work

1 2 3 4 5 | 80- 5. A student's grade should depend on how much he/she participates in classroom discussion

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3-11

1 2 3 4 5 | 12- 6. If more students than can be handled sign up for a course, the teacher ought to be able to pick the students he/she wants

1 2 3 4 5 | 13- 7. Students who are accused of something should be considered innocent and not punished until proven guilty

1 2 3 4 5 | 14- 8. Teachers ought to grade students on whatever basis they wish

1 2 3 4 5 | 15- 9. Students who are a credit to the school should receive a lighter punishment than usual if they break a rule

38. Below are a set of statements that some schools think students should believe. Circle the number which best shows how much your school tries to get students to believe each statement.

1. The staff as a whole tries to get students not to believe this
2. The staff as a whole does not care one way or the other whether students believe this. No one tries very much to get others to change one way or the other
3. The staff disagrees openly among themselves about whether students should believe this or not
4. The staff tries to get students to believe this in this school
5. Everyone already believes this so completely that almost no one ever questions it

1	2	3	4	5	16-10.	Students should get high grades if they learn the course material, regardless of how everyone else does
1	2	3	4	5	17-11.	The evaluation of a student's work by the teacher should always show the student what the strengths and weaknesses of it are
1	2	3	4	5	18-12.	The staff should have the right to make up whatever rules they want
1	2	3	4	5	19-13.	If a student does poorly in a course, he/she should have another chance to improve his/her grade
1	2	3	4	5	20-14.	Students should be informed at the beginning of the course exactly what they have to do in order to get a certain grade
1	2	3	4	5	21-15.	There is something wrong with students who don't obey rules
1	2	3	4	5	22-16.	Students ought to do a lot of memorizing
1	2	3	4	5	23-17.	Students ought to form an intelligent, well-justified opinion about something studied
1	2	3	4	5	24-18.	Students should be willing to study whatever topic the teacher wants them to study
1	2	3	4	5	25-19.	Students should learn to consider things from many points of view

38. Below are a set of statements that some schools think students should believe. Circle the number which best shows how much your school tries to get students to believe each statement.

1 The staff as a whole tries to get students not to believe this

2 The staff as a whole does not care one way or the other whether students believe this. No one tries very much to get others to change one way or the other

3 The staff disagrees openly among themselves about whether students should belive this or not

4 The staff tries to get students to believe this in this school

5 Everyone already believes this so completely that almost no one ever questions it

1	2	3	4	5	26-20.	Students should learn by doing the same kind of class activities day after day
1	2	3	4	5	27-21.	Students ought to learn through experiencing, not just through reading or being told
1	2	3	4	5	28-22.	Students ought to know what the rules are in the school and what is not allowed
1	2	3	4	5	29-23.	Students ought to obey any rule that the school has
1	2	3	4	5	30-24.	Students ought to be involved in making up the rules which affect them
1	2	3	4	5	31-25.	Students ought to ask permission to do anything in this school, even though they know it's O.K. and will be allowed
1	2	3	4	5	32-26.	Students should decide what courses they want to take and when to take them
1	2	3	4	5	33-27.	Students should try to get the school to offer the courses they want to take
1	2	3	4	5	34-28.	Once a student begins a class, he/she should stick to it and not try to switch to another, even if he/she is not satisfied

Form Approved
OMB No. 51-S75001
Revised 7/31/75

FORM B

PATTERNS OF SCHOOL FUNCTIONING

GENERAL INSTRUCTIONS

In this questionnaire we are concerned with how things are done in your school. Some of the questions refer to the school as a whole. Some refer to a particular class. If a question refers to a particular class, answer with reference to the class you are in now (unless you have received other instructions).

In answering the questions, think of your overall experience in this school or class. Try to be fair. Try not to be overly influenced by one particularly good experience, or one bad one.

Your responses will be strictly confidential. Your name will not be associated in any identifiable way with your specific responses. Nevertheless, if you find any question objectionable, you may simply skip it and go on to the next one.

Feel free to use the space in the margin to elaborate, explain, or qualify your responses as fully as you wish.

Jerry L. Fletcher
Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

Draft Questionnaire for
Research Purposes Only
Not to be Used Without
Written Permission of
Dr. Jerry L. Fletcher

PERSONAL INFORMATION

Form B
Card 21
in
(1-2)

1. School Code Number (to be provided by the teacher) ☐☐☐ (5) (6) (7)

2. Class Code Number (to be provided by the teacher) ☐☐ (8) (9)

3. Subject Code Number (to be provided by the teacher) ☐☐ (10) (11)

4. What grade are you in in school? (check one)

12-1. ☐ Grade nine (9)
2. ☐ Grade ten (10)
3. ☐ Grade eleven (11)
4. ☐ Grade twelve (12)

5. How many years have you been in this high school?
This is my (check one):

13-1. ☐ First year
2. ☐ Second year
3. ☐ Third year
4. ☐ Fourth year
5. ☐ Fifth year
6. ☐ Sixth year
7. ☐ More than sixth year

6. How old are you today? (check one)

14-1. ☐ 15 or under
2. ☐ 16
3. ☐ 17
4. ☐ 18
5. ☐ 19 or older

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7. Your sex: (check one)

15-1. ☐ Male
2. ☐ Female

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8. With which one of the following groups do you most closely identify yourself? (check one)

16-1. ☐ Caucasian-American (White)
2. ☐ Afro-American (Black)
3. ☐ Spanish American (Chicano, Puerto Rican, etc.)
4. ☐ Native American (Indian)
5. ☐ Asian American (Japanese, Chinese, etc.)
6. ☐ Other (specify) ______________________
7. ☐ Don't Know

9. Check the highest level of education achieved by each parent.

	Mother		Father	
17-1.	☐	18-1.	☐	Attended graduate or professional school (for example, to become a doctor, lawyer, scientist, psychiatrist, etc.)
2.	☐	2.	☐	Graduated from 4-year college
3.	☐	3.	☐	Completed technical, vocational, military or business school after high school; may include some college or community college, but less than 4 years
4.	☐	4.	☐	Graduated from high school, or received a high school diploma by other means
5.	☐	5.	☐	Completed some junior high or high school, but did not graduate from high school
6.	☐	6.	☐	Completed grade school (through grade 6)
7.	☐	7.	☐	None or some grade school
8.	☐	8.	☐	Don't know

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10. In general, how good has your record as a student (your "grades") been in the last two years of school? (check one)

19-1. ☐ One of the best in the school
2. ☐ Above average
3. ☐ Average
4. ☐ Below average

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11. How much more schooling do you presently plan to obtain? (check one)

20-1. ☐ I plan to quit high school soon, before graduation
2. ☐ I plan to finish high school only
3. ☐ I plan to take some post-high school training (military school, technical school, vocational school, community or junior college) but less than a four year college degree
4. ☐ I plan to get a college degree
5. ☐ I plan to get more than a college degree (graduate school or professional school to become, for example, a doctor, lawyer, scientist, psychiatrist, etc.)

12. Indicate how easy or difficult you think it would be for you to do each of the following. (Circle one number for each question.)

4 - Very easy

3 - Fairly easy

2 - Fairly difficult

1 - Very difficult or impossible

4	3	2	1	21-1.	Take a course even if you haven't had all of the pre-requisites (the courses you are supposed to have had which lead up to it)
4	3	2	1	22-2.	Take a course by choice with students at least a grade younger than yourself
4	3	2	1	23-3.	Participate in some useful out-of-school work activity during school time and get credit for it
4	3	2	1	24-4.	Repeat just the part of a course you had trouble with or need to improve in
4	3	2	1	25-5.	Switch to a different course in the same subject if the course you're in now seems either too easy or too hard
4	3	2	1	26-6.	Switch to a different subject once the course has started if the course seems uninteresting
4	3	2	1	27-7.	Create a new course if enough students want it

13. Suppose a student wanted to switch out of a class after the term was well underway. If he/she asked permission to switch out and used each of the following reasons, indicate how easy it would be to get the request approved. (Circle one number for each reason.)

4 - Very easy
3 - Fairly easy
2 - Fairly difficult
1 - Very difficult or impossible

4	3	2	1	28-1.	Personality conflict with teacher
4	3	2	1	29-2.	Failing or nearly failing course
4	3	2	1	30-3.	My friends are in another course
4	3	2	1	31-4.	Another course would better prepare me for the type of occupation I eventually want to have

14. Have you ever selected a course but then not been able to take it?

☐ 32-1. Yes

☐ 2. No (Skip to page 8)

15. If so, which of the following was true? (If it has happened to you more than once, pick one time and answer the question according to that one time.) (Circle one number for each reason below.)

1 - Yes

2 - No

1 - Yes	2 - No		
1	2	33-1.	I couldn't schedule what I wanted
1	2	34-2.	I didn't have the prerequisites for the course I wanted
1	2	35-3.	The course was full by the time my name came up
1	2	36-4.	I was denied permission to take the course I wanted
1	2	37-5.	I was talked out of taking the course I wanted

16. In what way did each of the following persons or groups affect whether you got into this class? (Circle one number for each item.)

3 Made the decision, or had to approve the decision, for me to take the course

2 Gave me advice about whether or not to take this course

1 Had no influence (or I don't know of any)

3	2	1		
3	2	1	38-1.	The teacher of this class
3	2	1	39-2.	Principal or Vice-Principal
3	2	1	40-3.	Guidance Counselors
3	2	1	41-4.	Other Students
3	2	1	42-5	Parents
3	2	1	43-6.	Other Teachers

DEFINITIONS

For the next few sets of questions you will need to know these definitions. As you are answering the questions you may turn back to look at them if you forget.

1 Nothing -- No rule against this, or if there is, no one enforces it

2 Discussion -- The teacher or principal would discuss the behavior problem with the student (sometimes also with the parents) and together they would work out a way to keep it from happening again. This often involves a warning

3 Penalty -- The student would be penalized; for example, the student's grade might be lowered; he/she might receive detention after school, be put on probation, declared ineligible for athletics, fined, removed from class

4 Suspension — The student would be denied permission to attend school for several days. Often parents have to come with the student to get him/her back into school

5 Expulsion -- The student would be permanently denied permission to attend school

17. How clearly do you know what you could be punished for in this school?
(Circle one number for each type of action.)

4 – Very clear -- I know exactly what the actions are that would cause this to happen to me

3 – Fairly clear -- I know pretty well what the actions are that would cause this to happen to me

2 – Fairly unclear -- I hardly know at all what the actions are that would cause this to happen to me

1 – Very unclear -- I'm very unsure what the actions are that would cause this to happen to me

0 – Don't know — I don't think this punishment is used here. I've never known of anyone who was punished this way

4	3	2	1	0	44-1.	How clearly do you know what actions could cause you to be expelled?
4	3	2	1	0	45-2.	How clearly do you know what actions could cause you to be suspended?
4	3	2	1	0	46-3.	How clearly do you know what actions could cause you to be punished by a penalty?

18. In this class, how many of the rules do students help make?

☐ 47 - 4. All

☐ 3. Most

☐ 2. Some

☐ 1. None

19. In the following questions we want to know how equally rules are enforced in your school. In each situation given below, indicate whether it would cause the student to be dealt with more leniently, whether it would make no difference, or whether the student would be dealt with more harshly. (Circle one number for each situation.)

1 - The student would be dealt with more leniently, easier

2 - It would make no difference

3 - The student would be dealt with more harshly, harder

A student breaks a rule. The usual method of handling it is suspension. What difference, if any, would it make if the student:

1	2	3	48-1.	Is a girl
1	2	3	49-2.	Is non-white
1	2	3	50-3.	Gets good grades
1	2	3	51-4.	Is a leading athlete or cheerleader
1	2	3	52-5.	Is not widely known in school
1	2	3	53-6.	Is young (freshman or sophomore)
1	2	3	54-7.	Has parents who are wealthy or well-known in the community
1	2	3	55-8.	Is popular with other students
1	2	3	56-9.	Has older brothers or sisters who had a bad reputation in the school
1	2	3	57-10.	Has a reputation for causing teachers trouble

20. In the following questions we want to know how equally rules are enforced in your school. In each situation given below, indicate whether it would cause the student to be dealt with more leniently, whether it would make no difference, or whether the student would be dealt with more harshly. (Circle one number for each situation.)

1 - The student would be dealt with more leniently, easier

2 - It would make no difference

3 - The student would be dealt with more harshly, harder

A student breaks a rule. The usual method of handling it is to give the student a penalty. What difference, if any, would it make if the student:

1	2	3	58-1.	Is a girl
1	2	3	59-2.	Is non-white
1	2	3	60-3.	Gets good grades
1	2	3	61-4.	Is a leading athlete or cheerleader
1	2	3	62-5.	Is not widely known in school
1	2	3	63-6.	Is young (freshman or sophomore)
1	2	3	64-7.	Has parents who are wealthy or well-known in the community
1	2	3	65-8.	Is popular with other students
1	2	3	66-9.	Has older brothers or sisters who had a bad reputation in the school
1	2	3	67-10.	Has a reputation for causing teachers trouble

21. For each of the following a student has received a punishment. Indicate for each whether a student in your school could appeal to a higher authority or committee to have the punishment changed or eliminated. (Circle one number for each)

1 - Yes

2 - Don't Know

3 - No

1 2 3	68-1.	A student has been expelled, and yet thinks he/she is innocent. Is there an appeal process the student could use?
1 2 3	69-2.	A student has been suspended, and yet thinks he/she is innocent. Is there an appeal process the student could use?
1 2 3	70-3.	A student has been penalized, and yet thinks he/she is innocent. Is there an appeal process the student could

22. To which of the following people would a student be most likely to go to first for help? (Circle one number for each question.)

1 - School Board or Superintendent
2 - Principal or Vice-Principal
3 - Counselors
4 - Teacher
5 - Other Students

1	2	3	4	5	71-1.	If a student has been accused of committing an act (violating a rule) which could lead to expulsion
1	2	3	4	5	72-2.	If a student has been accused of committing an act (violating a rule) which could lead to suspension
1	2	3	4	5	73-3.	If a student has been accused of committing an act (violating a rule) which could lead to a penalty

FIRST OFFENSE

23. For each of the following, circle the response that best indicates, for your school, what would happen to a student the first time he or she were caught doing it.

1 - Nothing
2 - Discussion
3 - Penalty
4 - Suspension
5 - Expulsion

1	2	3	4	5	74-1. Smoking cigarettes (outside any designated smoking area)
1	2	3	4	5	75-2. Taking something from another student either by theft or pressure
1	2	3	4	5	76-3. Writing or passing out material critical of the school
1	2	3	4	5	77-4. Wearing clothes which are sloppy or unclean
1	2	3	4	5	78-5. Leaving the school grounds during school hours

REPEATED OFFENSES

24. For each of the following circle the response that best indicates, for your school, what would happen to a student who does it repeatedly, has been caught several times, and now has just been caught again.

1 - Nothing
2 - Discussion
3 - Penalty
4 - Suspension
5 - Expulsion

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1	2	3	4	5	79-1. Skipping school
1	2	3	4	5	80-2. Fighting another student
1	2	3	4	5	12-3. Organizing students to protest something about the school
1	2	3	4	5	13-4. Damaging school property
1	2	3	4	5	14-5. Being high on drugs

REPEATED OFFENSES - CLASSROOM

25. For each of the following circle the response that best indicates, for this class, what would happen to a student who does it repeatedly, has been caught several times, and now has just been caught again.

1 - Nothing
2 - Discussion
3 - Penalty
4 - Suspension
5 - Expulsion

1 2 3 4 5	15-1. Arriving late to class
1 2 3 4 5	16-2. Copying someone else's work
1 2 3 4 5	17-3. Cheating on an exam
1 2 3 4 5	18-4. Not turning in an assignment
1 2 3 4 5	19-5. Skipping class
1 2 3 4 5	20-6. Refusing to participate in class activities

26. How true are each of the following in this school? (Circle one number for each statement.)

4 Definitely true

3 Tends to be true

2 Tends not to be true

1 Definitely not true

4	3	2	1	21-1.	Generally, students do what they're told in this school
4	3	2	1	22-2.	This school has rules to cover everything a student might think of doing
4	3	2	1	23-3.	In this school if teachers catch students breaking rules, they send them to the principal or vice-principal to be punished
4	3	2	1	24-4.	Even though I've read or been told what the rules are, I'm often unsure whether something I do is against the rules
4	3	2	1	25-5.	Students are expected to report other students, if they see them violating school rules
4	3	2	1	26-6.	The principal is usually understanding; if a student does something wrong , he will give him/her the benefit of the doubt

27. How true are each of the following in this class? (Circle one number for each statement.)

4 Definitely true
3 Tends to be true
2 Tends not to be true
1 Definitely not true

4 3 2 1 27-1. Students know in advance what they have to do in order to show that they have mastered a skill

4 3 2 1 28-2. Whenever we start a new unit of work, the teacher gives us a "test" so students can find out what they already know, and what they still have to learn

4 3 2 1 29-3. The students help decide when they will study for this class, and when they will do something else

4 3 2 1 30-4. When students' work is evaluated in this class, the teacher uses the results to help each student find out what he/she hasn't learned

4 3 2 1 31-5. In this class it does not matter much how students learn. They can go about learning the course material in whatever way is best for them.

4 3 2 1 32-6. The students help decide how they will go about learning the subject matter of the course

4 3 2 1 33-7. Students are required to take a test or complete an assignment or project, but each student decides when to complete it

4 3 2 1 34-8. The student helps decide the kind of materials used in this class

4 3 2 1 35-9. Regardless of how many things we do, the final grade (or whether or not we get credit) is usually determined by only one thing (such as, a test at the end of the term)

28. How did you come to take this class? (Check one)

☐ 36-1. I don't know. I just found this on my schedule
☐ 2. It was required
☐ 3. I selected it by myself; I wanted to take it
☐ 4. I was advised to take it, and selected it for that reason
☐ 5. I selected a different course, but I was placed here in spite of that

29. Indicate how each of the following circumstances would have affected a student's chance of getting into this class. (Circle one number for each circumstance.)

1 - Easier -- This would make it easier for the student to get in

2 - No Difference -- This would make no difference on the chances of the student getting in

3 - Harder -- This would make it harder for the student to get in

1	2	3	37-1. If the student were younger (freshman or sophomore) rather than older (junior or senior)
1	2	3	38-2. If the student were one of the less intelligent students in the school, rather than one of the more intelligent
1	2	3	39-3. If the student had a more adult attitude about school, rather than a childish one
1	2	3	40-4. If the student's parents were wealthy, rather than poor

30. How frequently do each of the following activities take place as a part of this class? (Circle one number in response to each question.)

4 - Nearly all the time

3 - Often, regularly

2 - Sometimes, occasionally

1 - Never has happened

4	3	2	1	41-1.	Working in class alone on work the teacher assigns
4	3	2	1	42-2.	Working in class in a small group of students on a group activity or assignment (discussions, committee work)
4	3	2	1	43-3.	Having guest speaker come to class (talk by someone from the Chamber of Commerce)
4	3	2	1	44-4.	Gathering information from people or places in the community other than the library (interviewing someone, visiting an exhibit, attending a public meeting)
4	3	2	1	45-5.	Experiencing adult activities in the community (working for a company, being a volunteer in an organization)

31. How often do students do each of the following kinds of thinking during this class? (Circle one number for each question.)

4 - Nearly all the time
3 - Often, regularly
2 - Sometimes or occasionally
1 - Never has happened

4 3 2 1	46-1.	Explain or show how an expert in the field would go about solving a problem (e.g., how a TV repairman identifies what's wrong with the TV set)
4 3 2 1	47-2.	Apply skills or ideas learned in one situation to another, different situation (e.g., applying something you learned in history to current events; applying principles of electricity to house wiring)
4 3 2 1	48-3.	Analyze the techniques people use to get you to believe something (e.g., analyze a political speech or an advertisement for various office machines)
4 3 2 1	49-4.	State a problem in your own words

32. How often are these attitudes emphasized in this class? (Circle one response for each question.)

4 - Nearly all the time

3 - Often, regularly

2 - Sometimes, occasionally

1 - Never

4	3	2	1	50-1.	Consider something from more than one point of view
4	3	2	1	51-2.	Follow through on something you said you would do
4	3	2	1	52-3.	Identify the things in life that are important for you
4	3	2	1	53-4.	Alter your opinions when new facts contradict them

33. Different teachers like different things to happen in their classrooms. We want to know how you think this teacher feels about each of the following kinds of activities taking place in this class. For each statement below, circle the number which you think best describes the way things are in this class.

3 - Encouraged (the teacher really wants students to do it)

2 - Permitted (the teacher allows this to happen, but doesn't encourage it)

1 - Discouraged (the teacher doesn't like this to happen, gets upset if it does)

0 - Does not apply to this class

3	2	1	0	54-1.	Students stating an opinion of course material that differs from the teacher
3	2	1	0	55-2.	Students raising questions about the teacher's rules for class behavior
3	2	1	0	56-3.	Students raising questions about why they are studying a certain topic

34. Indicate how important each of the following is in determining the final evaluation a student will receive in this class. (Circle the number which best indicates its importance.)

4 – Very important

3 – Moderately important

2 – Somewhat important

1 – Not important

0 – Don't know

4	3	2	1	0	57-1. Quality of the student's written classwork
4	3	2	1	0	58-2. Grades on tests the teacher makes up
4	3	2	1	0	59-3. Quality of the student's oral participation
4	3	2	1	0	60-4. Quality of the student's written homework
4	3	2	1	0	61-5. Demonstrated mastery of specific skills by the student
4	3	2	1	0	62-6. The student's willingness to help other students
4	3	2	1	0	63-7. How popular or important the student is in school

35. At the end of this class, your final evaluation will be (check each box which shows what you will receive (you may check more than one)):

☐ 64-1. A letter grade

☐ 65-2. A number grade

☐ 66-3. A grade of either "pass" or "fail"

☐ 67-4. A grade of either "pass" or "credit", or "no credit"

☐ 68-5. A record or certificate of "competency" for each skill you have mastered

☐ 69-6. A written evaluation from the teacher

36. Which of the following best describes the way the decision is made in this class about the amount and quality of work that has to be done to get a particular grade (or credit for a unit of work)? Check one only.

☐ 70-1. The teacher decides, and the decision holds for the whole class

☐ 2. The teacher decides, but the decision is often different for different students

☐ 3. The teacher and the students negotiate the amount and quality of the work to be done by the members of the class

☐ 4. The teacher and each student draw up an agreement or contract for the student

☐ 5. The students decide among themselves, and the decision holds for everyone

☐ 6. Each student decides for himself what he/she will do

☐ 7. The decision is made outside the class. Neither the teacher nor the students have the power to change what is decided

37. In each of the following pairs of statements, check the one which most nearly describes the way things work in this class.

☐ 71-1. The teacher expects everyone to do his/her best in this class; even if you aren't very smart you will get a high grade as long as you do the best work you possibly can

☐ 2. Only the students who do the best work in the class will get high grades, even if they don't have to try very hard to do their work

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☐ 72-1. The teacher "grades on a curve" in this class so that a certain percentage of students will get high grades, a certain percentage will get low grades, and most students will get about average grades

☐ 2. The teacher doesn't "grade on a curve" in this class. Everyone who does good work will get a good grade, and if no one does poorly there will be no low grades

---

☐ 73-1. The teacher grades students only on how well they learn the course material; it doesn't matter how hard a student tries or whether other students do better or worse than he/she does. Everyone who learns the course material will get a high grade

☐ 2. The teacher doesn't just grade on how well students learn the course material. The teacher also takes into account how hard the student works, and whether other students did better or worse

---

38. Who decided which kind of evaluation you would receive in this class? (Check the correct response)

☐ 74-1. No one really decided; this is the only way things are done in this school

☐ 2. The teacher decided this is the kind of evaluation every student in the class would receive

☐ 3. The teacher and students discussed this at the beginning of the class and decided on this kind of evaluation together

☐ 4. I decided by myself that this is the kind of evaluation I want in this class; other students in the class may be receiving different kinds of evaluation

☐ 5. I decided with my parents what kind of evaluation I would get in this class; they had to approve my choice before it would be acceptable to the school (teacher)

Skip 75

39. Below are a set of statements that some schools think students should believe. Circle the number which best shows how much your school tries to get students to believe each statement.

1 The staff as a whole tries to get students not to believe this

2 The staff as a whole does not care one way or the other whether students believe this. No one tries very much to get others to change one way or the other

3 The staff disagrees openly among themselves about whether students should believe this or not

4 The staff tries to get students to believe this in this school

5 Everyone already believes this so completely that almost no one ever questions it

1	2	3	4	5	76-1.	A student's grade should depend on how well he/she gets along with the teacher
1	2	3	4	5	77-2.	If a student does poorly on a test or assignment, he/she should have another chance to learn the material before he/she goes on to the next unit
1	2	3	4	5	78-3.	If more students than can be handled sign up for a course, those with better grades should get preference
1	2	3	4	5	79-4.	A student's personal appearance and dress ought to be entirely his/her choice
1	2	3	4	5	80-5.	Students who try very hard to learn the material should get a high grade, even if their work isn't all that great
1	2	3	4	5	12-6.	A student's grade should depend on how well he/she does the homework
1	2	3	4	5	13-7.	The only thing that should determine a student's grade in a course is how much he/she can show he/she can do
1	2	3	4	5	14-8.	The staff should be able to discipline students and not have their decisions questioned by the students
1	2	3	4	5	15-9.	All students who break the same rule should receive the same punishment

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39. Below are a set of statements that some schools think students should believe. Circle the number which best shows how much your school tires to get students to believe each statement.

1 The staff as a whole tries to get students not to believe this

2 The staff as a whole does not care one way or the other whether students believe this. No one tries very much to get others to change one way or the other

3 The staff disagrees openly among themselves about whether students should believe this or not

4 The staff tries to get students to believe this in this school

5 Everyone already believes this so completely that almost no one ever questions it

1	2	3	4	5	16-10.	If everyone does poorly in a class, the grades should be adjusted so that those who did best get "A's"
1	2	3	4	5	17-11.	All students should have the same chance to take the courses they want, regardless of who they are or what kind of record they have in school
1	2	3	4	5	18-12.	A student should be able to decide what kind of evaluation he/she will receive at the end of a course or unit of study
1	2	3	4	5	19-13.	A student should be able to take as much time as he/she needs to learn material or complete a project
1	2	3	4	5	20-14.	Only the teacher should decide how much a student needs to learn
1	2	3	4	5	21-15.	Teachers should use the evaluations of their students' work in planning how to correct any problems students had
1	2	3	4	5	22-16.	Only the teacher should decide what a student's final grade is; the student shouldn't have anything to say about it
1	2	3	4	5	23-17.	Students should develop the ability to apply something learned in one situation to a new and different situation
1	2	3	4	5	24-18.	Students should not question the teacher's authority
1	2	3	4	5	25-19.	Students ought to pursue what is important to them, even if others think those things unimportant

39. Below are a set of statements that some schools think students should believe. Circle the number which best shows how much your school tries to get students to believe each statement.

1 The staff as a whole tries to get students not to believe this

2 The staff as a whole does not care one way or the other whether students believe this. No one tries very much to get others to change one way or the other

3 The staff disagrees openly among themselves about whether students should believe this or not

4 The staff tries to get students to believe this in this school

5 Everyone already believes this so completely that almost no one ever questions it.

1	2	3	4	5	26-20.	Students should try to influence what they study in a particular course
1	2	3	4	5	27-21.	Students ought to direct their own learning, not just do what the teacher wants
1	2	3	4	5	28-22.	Students ought to try to change school rules that they don't think are fair or right
1	2	3	4	5	29-23.	Students should appeal any punishment if they think they are innocent
1	2	3	4	5	30-24.	Students should discourage other students from breaking rules
1	2	3	4	5	31-25.	Students ought to obey the rules even though there is no one around to catch them if they don't
1	2	3	4	5	32-26.	Students always ought to take the courses the school staff tells them to take
1	2	3	4	5	33-27.	Students ought to try to switch out of a class before it is over if they think they have a good reason

PATTERNS OF SCHOOL FUNCTIONING

ANSWER SHEET

SCHOOL CODE NUMBER ☐ (5) ☐ (6) ☐ (7)

CLASS CODE NUMBER ☐ (8) ☐ (9)

SUBJECT CODE NUMBER ☐ (10) ☐ (11)

FORM A

	1	2	3	4	5	6	7	8
4(12)	☐	☐	☐	☐				
5(13)	☐	☐	☐	☐	☐	☐	☐	
6(14)	☐	☐	☐	☐	☐			
7(15)	☐	☐						
8(16)	☐	☐	☐	☐	☐	☐	☐	
9(17)	☐	☐	☐	☐	☐	☐	☐	☐
9(18)	☐	☐	☐	☐	☐	☐	☐	☐
10(19)	☐	☐	☐	☐				
11(20)	☐	☐	☐	☐	☐			

12.	4	3	2	1
21-1	☐	☐	☐	☐
22-2	☐	☐	☐	☐
23-3	☐	☐	☐	☐
24-4	☐	☐	☐	☐
25-5	☐	☐	☐	☐
26-6	☐	☐	☐	☐
27-7	☐	☐	☐	☐

.3.	4	3	2	1
28-1	☐	☐	☐	☐
29-2	☐	☐	☐	☐
30-3	☐	☐	☐	☐
31-4	☐	☐	☐	☐

	1	2
.4(32)	☐	☐

15.	1	2
33-1	☐	☐
34-2	☐	☐
35-3	☐	☐
36-4	☐	☐
37-5	☐	☐

16.	1	2	3	4
38-1	☐	☐	☐	☐
39-2	☐	☐	☐	☐
40-3	☐	☐	☐	☐
41-4	☐	☐	☐	☐
42-5	☐	☐	☐	☐
43-6	☐	☐	☐	☐

17.	4	3	2	1	0
44-1	☐	☐	☐	☐	☐
45-2	☐	☐	☐	☐	☐
46-3	☐	☐	☐	☐	☐

	4	3	2	1
18(47)	☐	☐	☐	☐

19.	1	2	3
48-1	☐	☐	☐
49-2	☐	☐	☐
50-3	☐	☐	☐
51-4	☐	☐	☐
52-5	☐	☐	☐
53-6	☐	☐	☐
54-7	☐	☐	☐
55-8	☐	☐	☐
56-9	☐	☐	☐
57-10	☐	☐	☐

20.	1	2	3
58-1	☐	☐	☐
59-2	☐	☐	☐
60-3	☐	☐	☐
61-4	☐	☐	☐
62-5	☐	☐	☐
63-6	☐	☐	☐
64-7	☐	☐	☐
65-8	☐	☐	☐
66-9	☐	☐	☐
67-10	☐	☐	☐

21.	1	2	3
68-1	☐	☐	☐
69-2	☐	☐	☐
70-3	☐	☐	☐

22.	1	2	3	4	5
71-1	☐	☐	☐	☐	☐
72-2	☐	☐	☐	☐	☐
73-3	☐	☐	☐	☐	☐

23.	1	2	3	4	5
74-1	☐	☐	☐	☐	☐
75-2	☐	☐	☐	☐	☐
76-3	☐	☐	☐	☐	☐
77-4	☐	☐	☐	☐	☐
78-5	☐	☐	☐	☐	☐

24.	1	2	3	4	5
79-1	☐	☐	☐	☐	☐
80-2	☐	☐	☐	☐	☐
12-3	☐	☐	☐	☐	☐
13-4	☐	☐	☐	☐	☐
14-5	☐	☐	☐	☐	☐

25.	1	2	3	4	5
15-1	☐	☐	☐	☐	☐
16-2	☐	☐	☐	☐	☐
17-3	☐	☐	☐	☐	☐
18-4	☐	☐	☐	☐	☐
19-5	☐	☐	☐	☐	☐
20-6	☐	☐	☐	☐	☐

26.	4	3	2	1
21-1	☐	☐	☐	☐
22-2	☐	☐	☐	☐
23-3	☐	☐	☐	☐
24-4	☐	☐	☐	☐
25-5	☐	☐	☐	☐
26-6	☐	☐	☐	☐

27.	4	3	2	1
27-1	☐	☐	☐	☐
28-2	☐	☐	☐	☐
29-3	☐	☐	☐	☐
30-4	☐	☐	☐	☐
31-5	☐	☐	☐	☐
32-6	☐	☐	☐	☐
33-7	☐	☐	☐	☐
34-8	☐	☐	☐	☐
35-9	☐	☐	☐	☐

	1	2	3	4	5
28(36)	☐	☐	☐	☐	☐

29.	1	2	3
37-1	☐	☐	☐
38-2	☐	☐	☐
39-3	☐	☐	☐
40-4	☐	☐	☐

30.	4	3	2	1
41-1	☐	☐	☐	☐
42-2	☐	☐	☐	☐
43-3	☐	☐	☐	☐
44-4	☐	☐	☐	☐
45-5	☐	☐	☐	☐

31.	4	3	2	1
46-1	☐	☐	☐	☐
47-2	☐	☐	☐	☐
48-3	☐	☐	☐	☐
49-4	☐	☐	☐	☐

32.	4	3	2	1
50-1	☐	☐	☐	☐
51-2	☐	☐	☐	☐
52-3	☐	☐	☐	☐
53-4	☐	☐	☐	☐

33.	3	2	1	0
54-1	☐	☐	☐	☐
55-2	☐	☐	☐	☐
56-3	☐	☐	☐	☐

34.	4	3	2	1	0
57-1	☐	☐	☐	☐	☐
58-2	☐	☐	☐	☐	☐
59-3	☐	☐	☐	☐	☐
60-4	☐	☐	☐	☐	☐
61-5	☐	☐	☐	☐	☐
62-6	☐	☐	☐	☐	☐
63-7	☐	☐	☐	☐	☐

35.	4	3	2	1
64-1	☐	☐	☐	☐
65-2	☐	☐	☐	☐
66-3	☐	☐	☐	☐
67-4	☐	☐	☐	☐
68-5	☐	☐	☐	☐
69-6	☐	☐	☐	☐

	1	2	3	4	5	6	7
36(70)	☐	☐	☐	☐	☐	☐	☐

37.	4	3	2	1
71-1	☐	☐	☐	☐
72-2	☐	☐	☐	☐
73-3	☐	☐	☐	☐
74-4	☐	☐	☐	☐
75-5	☐	☐	☐	☐

38.	1	2	3	4	5
76-1	☐	☐	☐	☐	☐
77-2	☐	☐	☐	☐	☐
78-3	☐	☐	☐	☐	☐
79-4	☐	☐	☐	☐	☐
80-5	☐	☐	☐	☐	☐
12-6	☐	☐	☐	☐	☐
13-7	☐	☐	☐	☐	☐
14-8	☐	☐	☐	☐	☐
15-9	☐	☐	☐	☐	☐
16-10	☐	☐	☐	☐	☐
17-11	☐	☐	☐	☐	☐
18-12	☐	☐	☐	☐	☐
19-13	☐	☐	☐	☐	☐
20-14	☐	☐	☐	☐	☐
21-15	☐	☐	☐	☐	☐
22-16	☐	☐	☐	☐	☐
23-17	☐	☐	☐	☐	☐
24-18	☐	☐	☐	☐	☐
25-19	☐	☐	☐	☐	☐
26-20	☐	☐	☐	☐	☐
27-21	☐	☐	☐	☐	☐
28-22	☐	☐	☐	☐	☐
29-23	☐	☐	☐	☐	☐
30-24	☐	☐	☐	☐	☐
31-25	☐	☐	☐	☐	☐
32-26	☐	☐	☐	☐	☐
33-27	☐	☐	☐	☐	☐
34-28	☐	☐	☐	☐	☐

PATTERNS OF SCHOOL FUNCTIONING

ANSWER SHEET

FORM B

SCHOOL CODE NUMBER ☐ (5) ☐ (6) ☐ (7)
CLASS CODE NUMBER ☐ (8) ☐ (9)
SUBJECT CODE NUMBER ☐ (10) ☐ (11)

	1	2	3	4	5	6	7	8
4(12)	☐	☐	☐	☐				
5(13)	☐	☐	☐	☐	☐	☐	☐	
6(14)	☐	☐	☐	☐	☐			
7(15)	☐	☐						
8(16)	☐	☐	☐	☐	☐	☐	☐	
9(17)	☐	☐	☐	☐	☐	☐	☐	☐
9(18)	☐	☐	☐	☐	☐	☐	☐	☐
10(19)	☐	☐	☐	☐				
11(20)	☐	☐	☐	☐	☐			

12.	4	3	2	1
21-1	☐	☐	☐	☐
22-2	☐	☐	☐	☐
23-3	☐	☐	☐	☐
24-4	☐	☐	☐	☐
25-5	☐	☐	☐	☐
26-6	☐	☐	☐	☐
27-7	☐	☐	☐	☐

13.	4	3	2	1
28-1	☐	☐	☐	☐
29-2	☐	☐	☐	☐
30-3	☐	☐	☐	☐
31-4	☐	☐	☐	☐

	1	2
14(32)	☐	☐

15.	1	2
33-1	☐	☐
34-2	☐	☐
35-3	☐	☐
36-4	☐	☐
37-5	☐	☐

16.	1	2	3	4
38-1	☐	☐	☐	☐
39-2	☐	☐	☐	☐
40-3	☐	☐	☐	☐
41-4	☐	☐	☐	☐
42-5	☐	☐	☐	☐
43-6	☐	☐	☐	☐

17.	4	3	2	1	0
44-1	☐	☐	☐	☐	☐
45-2	☐	☐	☐	☐	☐
46-3	☐	☐	☐	☐	☐

	4	3	2	1
18(47)	☐	☐	☐	☐

19.	1	2	3
48-1	☐	☐	☐
49-2	☐	☐	☐
50-3	☐	☐	☐
51-4	☐	☐	☐
52-5	☐	☐	☐
53-6	☐	☐	☐
54-7	☐	☐	☐
55-8	☐	☐	☐
56-9	☐	☐	☐
57-10	☐	☐	☐

20.	1	2	3
58-1	☐	☐	☐
59-2	☐	☐	☐
60-3	☐	☐	☐
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62-5	☐	☐	☐
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64-7	☐	☐	☐
65-8	☐	☐	☐
66-9	☐	☐	☐
67-10	☐	☐	☐

21.	1	2	3
68-1	☐	☐	☐
69-2	☐	☐	☐
70-3	☐	☐	☐

22.	1	2	3	4	5
71-1	☐	☐	☐	☐	☐
72-2	☐	☐	☐	☐	☐
73-3	☐	☐	☐	☐	☐

23.	1	2	3	4	5
74-1	☐	☐	☐	☐	☐
75-2	☐	☐	☐	☐	☐
76-3	☐	☐	☐	☐	☐
77-4	☐	☐	☐	☐	☐
78-5	☐	☐	☐	☐	☐

24.	1	2	3	4	5
79-1	☐	☐	☐	☐	☐
80-2	☐	☐	☐	☐	☐
12-3	☐	☐	☐	☐	☐
13-4	☐	☐	☐	☐	☐
14-5	☐	☐	☐	☐	☐

25.	1	2	3	4	5
15-1	☐	☐	☐	☐	☐
16-2	☐	☐	☐	☐	☐
17-3	☐	☐	☐	☐	☐
18-4	☐	☐	☐	☐	☐
19-5	☐	☐	☐	☐	☐
20-6	☐	☐	☐	☐	☐

26.	4	3	2	1
21-1	☐	☐	☐	☐
22-2	☐	☐	☐	☐
23-3	☐	☐	☐	☐
24-4	☐	☐	☐	☐
25-5	☐	☐	☐	☐
26-6	☐	☐	☐	☐

27.	4	3	2	1
27-1	☐	☐	☐	☐
28-2	☐	☐	☐	☐
29-3	☐	☐	☐	☐
30-4	☐	☐	☐	☐
31-5	☐	☐	☐	☐
32-6	☐	☐	☐	☐
33-7	☐	☐	☐	☐
34-8	☐	☐	☐	☐
35-9	☐	☐	☐	☐

	1	2	3	4	5
28(36)	☐	☐	☐	☐	☐

29.	1	2	3
37-1	☐	☐	☐
38-2	☐	☐	☐
39-3	☐	☐	☐
40-4	☐	☐	☐

30.	4	3	2	1
41-1	☐	☐	☐	☐
42-2	☐	☐	☐	☐
43-3	☐	☐	☐	☐
44-4	☐	☐	☐	☐
45-5	☐	☐	☐	☐

31.	4	3	2	1
46-1	☐	☐	☐	☐
47-2	☐	☐	☐	☐
48-3	☐	☐	☐	☐
49-4	☐	☐	☐	☐

32.	4	3	2	1
50-1	☐	☐	☐	☐
51-2	☐	☐	☐	☐
52-3	☐	☐	☐	☐
53-4	☐	☐	☐	☐

33.	3	2	1	0
54-1	☐	☐	☐	☐
55-2	☐	☐	☐	☐
56-3	☐	☐	☐	☐

34.	4	3	2	1	0
57-1	☐	☐	☐	☐	☐
58-2	☐	☐	☐	☐	☐
59-3	☐	☐	☐	☐	☐
60-4	☐	☐	☐	☐	☐
61-5	☐	☐	☐	☐	☐
62-6	☐	☐	☐	☐	☐
63-7	☐	☐	☐	☐	☐

35.	4	3	2	1
64-1	☐	☐	☐	☐
65-2	☐	☐	☐	☐
66-3	☐	☐	☐	☐
67-4	☐	☐	☐	☐
68-5	☐	☐	☐	☐
69-6	☐	☐	☐	☐

	1	2	3	4	5	6	7
36(70)	☐	☐	☐	☐	☐	☐	☐

37(71)	☐	☐
(72)	☐	☐
(73)	☐	☐

	1	2	3	4	5
38(74)	☐	☐	☐	☐	☐

39.	1	2	3	4	5
76-1	☐	☐	☐	☐	☐
77-2	☐	☐	☐	☐	☐
78-3	☐	☐	☐	☐	☐
79-4	☐	☐	☐	☐	☐
80-5	☐	☐	☐	☐	☐
12-6	☐	☐	☐	☐	☐
13-7	☐	☐	☐	☐	☐
14-8	☐	☐	☐	☐	☐
15-9	☐	☐	☐	☐	☐
16-10	☐	☐	☐	☐	☐
17-11	☐	☐	☐	☐	☐
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19-13	☐	☐	☐	☐	☐
20-14	☐	☐	☐	☐	☐
21-15	☐	☐	☐	☐	☐
22-16	☐	☐	☐	☐	☐
23-17	☐	☐	☐	☐	☐
24-18	☐	☐	☐	☐	☐
25-19	☐	☐	☐	☐	☐
26-20	☐	☐	☐	☐	☐
27-21	☐	☐	☐	☐	☐
28-22	☐	☐	☐	☐	☐
29-23	☐	☐	☐	☐	☐
30-24	☐	☐	☐	☐	☐
31-25	☐	☐	☐	☐	☐
32-26	☐	☐	☐	☐	☐
33-27	☐	☐	☐	☐	☐
34-28	☐	☐	☐	☐	☐